[Shri Sukomal Sen]

nic watches? Already Japan are producing and selling in our country also. Taking into account the purchasing capacity of our country, what is the viability of this industry in this country, particularly in our home market? If the Government is thinking of exporting the watches to other countries, then I would like to know how far it will be competitive, what will be the quality, and whether we will be able to compete with Japan and other countries which are already producing these watches.

SHRI K. R. NARAYANAN : Madam, with regard to the first question by the hon. Member, let me say that the present production is about 3 lakhs of electronic digital watches. And there is actually at the Semiconductor Complex an excess capacity at the moment. The capacity is not fully utilised because of slack demand. And we have assessed that. The slackness in demand is because of the absence of proper marketing facilities. One of the major reasons for this change in the policy of allowing the assembling and sale in the private organised sector is that this sector will be able to organise marketing facilities much better than anyone else. And therefore, there is actual potential demand. In order to tap this potential demand we need help of the organised sector and we believe that this will push up the demand considerably for using the existing unutilised capacity and there is a probability of even exceeding and that is why we have made this contingency of allowing industry to manufacture modules in-house arrangements.

Madam, with regard to the question of Shri Sukomal Sen while export promotion is one of the objectives of ours at the moment we are trying to tackle the problem of smuggling of digital electronic watches into India which is taking place on a pretty large scale. One of the reasons for this liberalisation of policy is to enable our industry to produce watches in abundance and at a fairly reasonabe low prices so that we could fight the menace of smuggling so that smuggling becomes an uneconomic proposition.

As far as the viability of the industry is concerned, it is certainly a viable industry. The Semiconductor Complex has done excellent work particularly in indigenising the production, producing modules devising the chip as well as some of the significant parts. So this is an eminently viable industry. Now, as regards competition in the international market I think we would be able to meet it by and by. But, at the moment we are concentrating on the domestic market. But ultimately export promotion is one of our objectives.

DISCUSSION ON THE WORKING OF THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT—*Contd.*

THE VICE-CHAIRMAN (SHRIMATI KANAK MUKHERJEE) : We now resume the discussion on the working of the Ministry of Human Resource Development. Yes, Shri Thakur.

SHRI GHULAM RASOOL MATTO (Jammu and Kashmir): Madam, my name was to be taken as the first speaker.

THE VICE-CHAIRMAN (SHRIMATI KANAK MUKHERJEE) : You are coming next. You are marked No. 2, after the speaker from the Congress Party. When the House adjourned yesterday, Shri Suraj Prasad concluded his speech. Now, it is the turn of the Congress Party and then yours.

PROF. CHANDRESH PI THAKUR (Bihar): Madam, I rise to speak with pleasure on the programmes and activities of the Ministry of Human Resource Development. The initial preparation and the continuing renewal of human factor are the key investments in nation-building. Under the leadership of a scholar and a statesman the Ministry of Human Resource Development has taken imaginative initiatives and is now on the path of implementing them.

Madam, the issues involved relate to target groups the streams of activities introduced both at the micro and the macro levels as well as the processes and the systems involved in the delivery of the educational programme.

It is possible to discuss at great length but I would like to confine myself to selected areas, particularly the two aspects, the new initiatives on the one hand and the reforms and modifications in the existing systems on the other. Among the new initiatives I would like to draw the attention of the House that the launching of the programmes under the auspices of the Indira Gandhi National Open University needs to be mentioned on a priority basis. Two programmes have been launched. Diploma in Management and Diploma in Distance Education. Audio-visual and print materials are being prepared and made available. However, the Site infrastructure development may not be progressing at the rate desirable. As a matter of fact, I would like to draw the attention of the Minister and his colleagues in the Ministry that perhaps in the final anaysis, the quality and the speed with which the site infrastructural facilities are developed and managed subsequently, will critically determine the quailty of the programmes within the framework of Indira Gandhi National Open University. Programmes under preparation relate to sectoral part science related and in relation to social sciences. I understand, the district administrators, the National Institute of Education and Planning and administration and other similar agencies are involved. I do hope that the things will move faster in these areas as well.

1.00 P.M.

Talking about the programmes developed at the Indira Gandhi National Open University I understand that the corporate sector is emerging as a bulk buyer of its material and it may emerge as a major client. May I suggest for the consideration of the Government that on the same lines, the National Academy of Administration at Mussoorie and its counterpart institutions in States should be encourage to use those packages for the managerial input in their administrative preparations. Perhaps, this will expedite the process of introducing the managerial component in the preparation of our future administrators.

Among the new initiatives I think, the network of Navodaya Vidyalayas needs to be mentioned next. It is a process of sound seeding for the next century. I think the teachers' selection could be the critical part. I do not know if the intention is to divert the current stock of teachers on some basis to this or an entirely new series of recruitment will be made. I would submit that if it is the latter, the things are likely to be better because beyond a point, a radical change in the attitude and the competence of teachers may turn out to be a limiting factor in the first choice if at all that is the only or the primary choice.

Related to that is the question of curriculum preparation. Again on the infrastructural facilities and the choice of technology, I would like to think that on the lines envisaged within the policy document, these schools, will definitely emerge as a new set of institutions which will bring a lasting course correction at the grass root level in the preparation of human factor worthy for the next century challenges.

Madam, the Operation Blackboard is one of the important programmes within the whole framework. I would like to think a counterpart of this is applicable for the college system also because there are colleges which do not have blackboards or the kind of things that goes in that package, and it is equally important that there should be substantial reform in that area.

[Prof. Chandresh P. Thakur]

Related to reforms and improvements I would like to emphasise the problems at the university system. There are two kinds of things. One relates to the institutions of the macro level which relates in turn with the universities at the individual level. the University Grants Commission, the State counterparts of this body, wherever they exist, the Indian Council of Social Science Research, the Indian Council of Historical Research, are our apex bodies I would like to think that the body like the University Grants Commission which is currently headed by one of the most eminent scientists and a seasoned administrator, who emerges as a leader, leader of ideas, leader of programmes, rather than continuing to remain as a kind of a financier or a gatekeeper— it requires a radical change in the quality of its functioning. I am sure the choice of the chief incumbent there is the beginning of that change. I would like to think that there is a much greater speed in the down the line developmnt in this area.

Similarly, in the case of universities' coordination bodies or whatever they are called at the State level, under the leadership of the Ministry of Human Resource Development at the Central level, something should be done expeditiously in each State to see that the quality of management or governance of universities through its appropriate body is put on a sound footing rather than subjected to radical shifts depending upon the political composition of Government or the incumbent in the Ministry of Education. It has been highly politicised and the quality of university administration at the State level has suffered as a result. I am sure, within the framework of the constitutional provisions there will be limitations but I would like to response my trust in the persuasive power of the Minister and his colleagues in this area.

Among the university system I would like to categorise the issues at two levels, one, the national universities and the other State universities. Firsty, I would like to consider that the Government of India's programme towards national universities was with a purpose, and at least the primary purpose has been to retain their national character. I would like to ask a question. Is there any difference between the national university on the one hand and the State university on the other in terms of quality of teachers, quality of enrolment, the infrastructure facilities or those kinds of things and is the intended level maintained? Madam, I have had the pleasure of mentioning some issues personally to the hon. Minister in this regard and he has responded very positively to the kind of things required for further strengthening of the national university system.

Madam Vice-Chairman, it seems that the faculty recruitment at the national university level needs to continue to reflect the national character of these universities in terms of the socio-composition of these faculties. Similarly this must be reflected in the enrolment composition of these faculties, they must represent a national profile. And thirdly, the hostel facilities must ensure that the students, who are not local but eligible for education in national university or similar other institutions are in a position to get accommodation As a result of the paucity of hostel accommodation and facility housing opportunities, these national universities among other things, have deteriorated into local universities or *mohalla* universities. It requires substantial investment and this is one of the worthy areas to make substantial investment.

It is not only the allocation of fund, but some ways should be found so that these funds are spent within the time limit and the necessary infrastructure is created with the ingenuity of the Ministry of Human Resource Development. Something should be done to accelerate that process. Notwithstanding the financial allocation, there is an overall impression coming

that the university system is being marginalised. There are two reasons for this. Firstly, whenever quality education was required on a national priority basis whether in the field of technology, agriculture management, we underwent a process of bypass so to say. We thought that the improvement in the university system could be time-consuming. So, to hasten the process we shortcircuited and the institutes of technology, institutes of management in the agricultural universities emerged. I am not against them. They are worthy of the contribution that they are making. But in the process, inadvertently, or a result perhaps of the lack of the policy priority or perhaps as a result of the resource constraint, university system got neglected and in the process we have paid the price. Let us not forget that, in the final analysis, most of the good quality mind entering the job market for one or the other system, still comes from the network of the university system and unless we are retrieving quality all along the route within the university system, we are going to face catastrophe situation. We have allowed the whole thing to deteriorate beyond a point where a feeling has been generated that the sickness has gone to the extent point that it is beyond repair. I think this is an unfortunate kind of thought that could be developing. I hope the Ministry of Human Resource Development is seized of this matter and it will expeditiously try to improve the quality of university education.

Related to that the area of research, whether it is in the pure sciences, social sciences or in relation to management or technology comes to my mind. I think the whole process of funding and the choice of person who will get the resource support and the basis on which such resource support will be available and the processes through which this resource support available is spent need a rigorous second look. I think, deliberately we should make a bias in favour of younger people for research. The number of years you have put in, the number of publications to your credit are important, but not necessarily always critical. It is the young man who has some thought ideas, energy and a career prospect for him who is likely to deliver better rather than those who are at the end of the career. It seems to me that at this stage the whole system of examination of research proposals whether in one area or the other, is still heavily biased in favour of senior people. I am also a beneficiary of this and I do not grudge that. But to the extent younger people lose out, the quality of research suffers. This is also true in relation to the choice of topics. I would like to submit that keeping national priorities in view, particularly the developmental priorities, the Ministry must consider the possibility of supporting such researches which are of immediate application and preferably led by industry, either in terms of idea, access support to research or even funding and it is possible to find industries or the leaders of industry who will join hands with the Government in identifying the area of research, extending cooperation and occasional funding too.

About the procedure of funding also, there must be some way to change the whole process of financial disbursement. My own personal experience—and I am not alone in this experience—is that it is easier to get the resources for research but it is much more difficult to spend them within the rules operating within the university system. In fact, I would not like to go on record about the things which are actually happening and I am sure everybody in the Ministry of Human Resources knows what kind of low level of handling of the processes of disbursement of funds and other related areas is taking place and the extent of discouragement that a researcher gets in the process of utilization of those funds. I remember, one of my senior colleagues, late Prof. Raj

[Prof. Chandresh P. Thakur]

Krishna, when I joined the Delhi University told me, "if you want to do research don't do it through the university system because you will never be able to use your money if you want to do it within a timeframe. And if you are really able to do it, the quality of research will be the first casualty". A redical reform is required in this field and I am sure the Minister is competent enough to understand the problems and to find out a solution.

A very good experiment has been made with regard to research in relation to science and technology. The C-DOT experiment was a case of putting big money—about 36 crores over 36 months. Never bfore we underlook such a massive research. And the results are very encouraging. I see no reason why the Ministry should not encourage this kind of approach in science and and technology and social sciences—area of research.

There is one more area in this regard. It seems to me, with all respet to senior people in the decision-making area it is a natural process of knowledge updating. What happens is that those who are in a position to take decisions either at the political level or at the bureaucracy level or at the university system level, and those who are likely to have research ideas and are willing to do research—if you take these two categories there is a gap in the currency of knowledge and will and the extent of enthusiasm required in appreciation of the new knowledge and there must be some way to overcome this gap in order to make decision-makers to appreciate new ideas, new promise, to have rescience in the decision-making process to help these ideas to get the actual support from the Government sponsors.

The next aspect to which I would like to draw the attention of the Ministry relates to education and its international aspect. I would like to cover three sub-sectors in this. India provides one of the best education at the cheapest price in the world and precisely for that reasons there is a beeline of good students coming to India. This could be our best investment in our international relations. In our discussion on the policy in the last session I mentioned this point, and I would like to reiterate that, that Indian institutions should be encouraged to have foreign students on a quality basis, not on a country-quota basis. Within the country-quota, if any, it must be subjected to screening for quality. Then there must be subjected to screening for quality. Then there must be an organised infrastructural facility to *inter-liaise* within the university system. At the moment there is a cluster of such students in certain locations, and this is creating social problems. It has created problems in relation to inter-country quota too. Working in the Delhi University I know the problems that we have to face in regard to certain departments. So, this requires a more comprehensive and imaginative reappraisal and repackaging of the whole activity so that we are able to get the benefit in terms of foreign students trained here, the kind of things which the British followed, and today they are getting the benefit of that.

The second area is the question of liberal scholarship to Indians for study abroad. We are strengthening it. We need to strengthen it still further. Foreign education is a craze, but it is also the need. It should not be the privilege of those who have the means. It should be privilege of the merit regardless of the means. And from that point of view, it should be liberally provided, and the Ministry of External Affairs assistance should be provided in getting admission and other kinds of facility at places where these students are going.

The third area in international aspects I would like to mention is the cultural part. We have bilateral relations. We know for certain that when the Union Minister of State for Education went to a country like Mauritius

and the kind of warm treatment she got, it has strengthened our relationship. It shows that in a bilateral relationship the cultural area has a tremendous pay-off. We are having bilateral agreements and cultural agreements, and these should be enriched and enlarged in terms of country coverage.

One more aspect in this context I would like to suggest is that there should be some way in the bilateral cultural agreement, so that certain institutions are identified in different parts of the country and are involved. It should not only be on government-to-government basis. It should be government - to - government basis with a link with one or two institutions in each area. I will make an illustration here. In the Indo-West German Cultural Agreement, the Administrative Staff College of India is an identified institution for certain kinds of programmes, and it has paid dividends to the Administrative Staff College of India. And it has a counterpart body in West Germany. I have been a participant during the days when I was in the Faculty of the Administrative Staff College of India. I see no reason why similar experiments cannot be done in regard to the Delhi University, the University of Calcutta or one of the Institutes of Management, Institutes of Technology on an organised basis.

THE VICE-CHAIRMAN (SHRIMATI KANAK MUKHERJEE): You have taken 20 minutes. Some of the Members may not get a chance at all.

PROF. CHANDRESH P. THAKUR: Another few minutes, Madam. I would like to mention that in the whole process of reform in the educational system, the teacher is the focus and should be the focus. He is the key element, and he has to make the most critical input. Without any disparaging component involved—it is not my intention to be disparaging—I would like to submit that by hindsight it seems that we have neglected this category. We have treated teachers as ones who are a solution to the problem of educated unemployment rather than a choice of people who are worthy of making a solid contribution. Now that we are making a course correction, let us do it all the way. There might be hesitation in throwing more money, giving better facilities to a stock of people, who, perhaps, need not have been there or may not have ben the best choice. But the problem is: what kind of signal are we giving to the next generation? A student in a graduating class who is likely to make a choice as a teacher in the school or the college or the university system, unless you give a signal that you are going to be looked after well at the point of entry and subsequently not only in financial terms but in terms of non-financial facilities, improvement of career prospects and other kinds of things, is likely to take a decision which is not necessarily flattering to the university system. So, I would submit trust the teachers, select them carefully, train them and continue to retrain them. Then encourage them through resource suport in research, in participation of workshops, national and international, study leave and try to reward them if they hve mde sound contribution in terms of a good research paper, in terms of participation at professional level in an international activity of eminent group of people. It must be reflected in his career and in his visibility among the colleagues. Then you are likely to get better results.

I would like to mention that the university community, the community of teachers is looking forward with hope to the final decisions which are likely to be made; as the hon. Minister has mentioned yesterday, it is in the last stages. This relates to salary packets. It has been overdue. I am sure things are likely to come howsoever late in the right form, I am looking forward to the details of that. All I would like to say is that the teaching community should and would welcome if the packaging is right. I know there are controversial areas, but I am sure the Government will come out with the package which will resolve the rough edges and that everybody is going to be enthusiastic and in a mood to contribute his best in the preparation of the nation for the next century.

SHRI GHULAM RASOOL MATTO: I stand with a sense of nostalgia today because some years ago Shri L. K. Jha, who was the Governor of Jammu and Kashmir then and who is our colleague in the Rajya Sabha now was the Chief Guest at a function in which our great leader, Sheikh Mohammad Abdullah was there. It was immediately after he had taken over as the Chief Minister of Jammu and Kashmir for the second time and Shri Jha was inaugurating a polyclinic over there. The Governor stated that it was really strange that two departments—health and education—had been taken by the Chief Minister for himself. This was the unique example in the entire country when a Chief Minister was in charge of two departments—education and health. While replying to the Governor, Sheikh Sahib, because in the earlier terms also he had taken these two departments of education and health for himslf said he considered that a perfect man must be perfect in physique and perfect in mind. A man can be perfect in physique when he is looked after by the Health Department and he can be mentally perfect only morally perfect only, when he is imparted the kind of education that is needed to be given to him. He said that in order to serve his people he thought no better service could be done to his people than to take charge of those two departments so that he could look into them and try to find what the sitaution was and take remedial measures.

In the same context I think the Prime Minister today has been extra-generous to the Department of Education. The figures show that the Budget estimates for 1986-87 were Rs. 665.44 crores the revised estimates for 1986-87 were Rs. 674.67 crores and the estimates for 1987-88 are Rs. 1201.80 crores an increase of 527.13 crores which means an increase of 75.81 per cent over the revised estimates of 1986-87. Not only that the annual plan for the Department of Education for the year 1987-88 has been prepared with an outlay of Rs. 825 crores as against Rs. 325 crores an increase of Rs. 473 crores which means an increase of 134.55 per cent. This is what Shri Rajiv Gandhi has given them. Now if this sum would have been given to our Railway Minister or to the Minister of Energy they would have done something very spectacular because they always ask for more funds in order to meet their requirements. But now when such huge chunk of money has been given to the Ministry of Human Resource, I am sure that like Sheikh Saheb, Mr. Narasimha Rao who is also in-charge of Health and Education takes into account this factor for which the Prime Minister has been generous to him and this is a challenging oportunity for the Ministry of Human Resource Development. I say challenge in the sense that if they do not come upto the expectations of the people of India they will not be able to get such quantum jump in the next year's budget and this is the best opportunity for his Ministry to come to the rescue of the people and implement the new education policy.

Madam, a great responsibility falls on the Department of Education, officers and men who man it. They have to spend this money. They have to do some solid work during the few months left at their disposal for the current year. Although each item of activity is important, my weakness is for two things. One is for vocationalisation of education and the other is non-formal education. In the case of vocationalisation of education what does the Annual Report for 1986-87 says on page number 63? I quote:

> "An All India Board of Vocational Education has been set up under the All India Council for Technical Education. The Chairman of AICTE also set up a National Working Group to consider all aspects of vocationalisation of education and after aspects of vocationalisation of eduction and after detailed deliberation the working group has prepared a comprehensive report on "Vocationalisation of Education" and submitted the same to the Ministry for approval."

But in my opinion nothing seems to have been done in this regard during the first year of the new education policy. If something has been done, I would like the

Minister to enlighten us as to what they have done on the report that has been presented to them by the working group and what is the situation about it.

My second point is with regard to the non-formal education. Here on page 6 of the annual report it says, I quote:

> ". . non-formal education for the elementary age-group children is being developed as an alternate supportive system of formal schooling. The main thrust and maximum extent of coverage is in the nine educationally backward states viz., Andhra Pradesh, Assam, Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal which are receiving special central financial assistance under central sponsored scheme of non-formal education programme for 9-14 age group children. The cost of the scheme is being shared equally by the Central State Governments."

Here I would like to bring to the kind notice of the hon. Minister that the cost of the sheme is being shared equally by the Centre and the State. A total grant of Rs. 712 lakhs has been sanctioned to voluntary prganisations for participation in this scheme. In the case of institutions recommended by the State Governments during the current financial year, a total amount of Rs. 4 lakhs has been sanctioned to voluntary education. Madam, in this connection. I have only to say.... (*Interruption*).

THE VICE-CHAIRMAN (SHRIMATI KANAK MUKHERJEE): Hon. Member will speak for another five minutes after lunch.

The House stands adjourned for lunch till 2-30 p.m.

The House then adjourned for lunch at thirty minutes past one of the clock.

The House reassembled after lunch at thirty two minutes past two of the clock, the **Vice-Chairman (Shri Pawan Kumar Bansal)**, in the Chair.

THE VICE-CHAIRMAN (SHRI PAWAN KUMAR BANSAL): Mr. Matto to continue his speech.

SHR GHULAM RASOOL MATTO: Mr. Vice-Chairman, as I was saying, I was trying to look at the Budget documents for the last twenty years or more and I find that except the post-Chinese incursions, in the Ministry of defence there has not been such a quantum of jump in th allocation for any Ministry. Shri Narasimha Rao has been able to prevail upon the Chairman of the Planning Commission for getting, as I said, an increase of 78 per cent on the 1986-87 Revised Estimates and 134 to 135 per cent on the Plan Budget. This is what he has been able to achieve, and this is both as I said, a challenge and an opportunity and I hope the Ministry will come up to the expectations of the people and will try to implement the programme for which these sums have been earmarked.

I have said about vocationalisation of education. The report of the Committee has been presented to the Government but we have not heard about what has happened to that report. I would like the Minister to tell us as to what the situation is about the report of that working group on vocationalisation of education.

Then with regard to non-formal education, as I said, for States like ours, or the north-eastern States it is not possible for the State Governments to share on a 50:50 basis the expenses on non-formal education. I would, therefore, request the honourable Minister to reconsider this position and as in the case of girls' vocationalisation, in the case of boys also, in backward States like Jammu and Kasmir, Himachal Pradesh and the North-Eastern States, the expenses on non-formal education should be borne on a 90:90 basis by the Centre and the States or 100 per cent by the Centre.

Then, Sir there is a provision—I am referring to page 57 of the Report for—expansion of facilities in areas of weakness. This is an area where special attention has

[Shri Ghulam Rasool Matto]

to be given by the Ministry with all the funds at its command now. Similarly, scholarships for the weaker areas should be earmarked and I understand that the weaker areas of our country are not getting their due share in these scholarships. This is a very important part of the 20-Point Programme and I would like to urge upon the honourable Minister to look into this.

Now, I come to the next item.

THE VICE-CHAIRMAN (SHRI PAWAN KUMAR BANSAL): You have got three more minutes only.

SHRI GHULAM RASOOL MATTO: I have just started.

THE VICE-CHAIRMAN (SHRI PAWAN KUMAR BANSAL): After lunch. Otherwise you started earlier.

SHRI GHULAM RASOOL MATTO: I shall obey your command, Sir. But I have been obstructed in my thoughts by this interruption.

The second point that I would like to make is with regard to the policy statement on the education of minorities and I would like to quote in this connection from page 102 of the Report:

"Under the scheme of Community Polytechnics, 10 polytechnics impart training in various skills/trades through short term training courses in minority-concentration areas. Each of these Community Polytechnics have 4 Extensions Centres at suitable minority concentration pockets. 4015 candidates have undergone training and 1243 are undergoing training under this programme. Efforts are also made in getting gainful employment including self-employment after the training."

Then there is other point:

"The University Grants Commission has a scheme of coaching classes for educationally backward minorities to repare them for admission to Civil Service Examinations and other recruitments Grants are given under the scheme to universities/colleges for opening coaching centres."

Now, Sir, I understand that these ten Polytechnics mentioned in this para were there even before this policy came into being. I would like to request the honourable Minister to enlighten me as to what has been done during the current year. I would like to know how many have been added and what the progress is with regard to the imparting of education to backward classes and minorities to prepare them for admission to the Civil Service Examinations. This needs to be looked into.

Then Sir, there is the very important point with regard to the Students' Information Service Unit. I am glad that the Minister, Mr. Narasimha Rao is entering now. Mr. Rao, I was looking for you and I am glad that you have come now.

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT AND MINISTER OF HEALTH AND FAMILY WELFARE (SHRI P. V. NARASIMHA RAO): I am extremely sorry.

SHRI GHULAM RASOOL MATTO: Now, Sir, these Students' Information Service Units are concentrated in metropolitan cities like Delhi. In order that every area of the country gets benefit out of these Units, I would like to suggest that these units should be converted into mobile units. I would like to request the Minister to consider this suggestion. These Units should go and give on the spot information to those prospective students who want to go in for higher education. Otherwise concentrating them in a few areas and asking the students to write to them, although information can be given and many people have been given this information will not be of much use. These Units should go to every part of the country so that all the people can take advantage of this scheme. Now, Sir, I come to the most important part. The hon. Minis-

ter has come. I was saying that it was a very difficult job and no Chief Minister was prepared to take Education and Health. Sheikh Sahib had stated at that time that in order to build up youth, both in body and mind, the Ministry of Education and Health must be in the hands of the Chief Minister. I am very glad that in consonance with his wishes, both these Departments are under the wise leadership of Mr. P. V. Narasimha Rao. He would look to it that it percolates down the line. I may tell Mr. Rao, that his is the only Ministry which has been able to persuade the Chairman of the Planning Commission to agree to 78 per cent increase in the total allocation as compared to the previous year and 134 to 135 per cent in the plan allocation compared to last year. It is both a challenge and an opportunity. It is a challenge in the sense that this amount has to be spent and it must percolate down the line. If you don't do it, the Chairman of the Planning Commission will not be able to give the funds next year. therefore, it is a challenge.

I want to say somethnig about allocation. There has been a jump in allocation. In educational technology from 4.71 crores it has gone up to 15.80 crores. For non-formal education, it has gone up from 27.20 crores to 48.85 crores. Child education has gone up from 50 lakhs to 2.2 crores. Mass orientation of school teachers and setting up of a District Institute of Education has gone up from 14.80 crores to 49.90 crores. Allocation for Navodaya Vidayalas has gone up from 20 crores to 69 crores. Vocationalisation of education, has gone up from 7 crores to 49.80 crores. Operation blackboard has gone up from zero to 99.80 crores. Twenty crores have been allocated for science.

My next point is in regard to Navodaya Schools. This year the situation is that 81 schools have been opened.

SHRI P. V. NARASIMHA RAO: The exact figure is 78. The sanctioned figure is 81.

SHRI GHULAM RASOOL MATTO: With regard to Navodaya Schools it should be seen that each State gets its share so that these Navodaya Schools do not come into existence only in particular areas. This should be taken into consideration. I would request the Minister to take into consideration the suggestion that these Navodaya Schools offer a substitute for the English medium schools and high class schools which bring out high class boys. That is all very good but I have another suggestion to offer. Over and above Navodaya schools I suggest that he should identify two schools in each district which are under the control of the State Government, which have the necessary infrastructure and which can come up to that standard which a public school has. Assistance from the Centre can be given for that purpose. The Navodaya Schools are residential but these two schools in a district identified by the Central Education Ministry may be non-residential schools. But they can compete in other things. This is very important. This should be looked into. If this is done the pressure will come down and standard will gradually grow. These schools should be identified in each district. A committee of the Human Resource Ministry should see that these schools come up to the standard with the right inputs. This may be taken into consideration. It will be an alternative to high class public schools. With regard to the Navodaya Schools I understand that 20 per cent of the seats are reserved for different districts. I stand corrected. But the hon. Minister may kindly tell us what the actual position is. If it is 29 per cent from a single district, instead of 20 per cent from a single district, it could be spread over to different parts of the country. For instance, there is Nizamabad district in Andhra Pradesh. There is a Navodaya school. If 200 boys have to be admitted there this 20 per cent means 40 boys. These 40 boys need not be from one district. There can be 5 boys from each State....

SHRI P. V. NARASIMHA RAO: They will migrate after three years. That is the programme. Actually, the most important point in the Navodaya scheme is national integration. We are giving opportunity to students from different parts of India.

[Shri P. V. Narasimha Rao]

different districts to come together and study together. So after three years, 20 per cent of one district go to another Navodaya Vidyalaya in another State, and 20 per cent from that school go to a third Navodaya Vidyalaya in a third State. So, there is going to be a 20 per cent sprinking in all Vidyalayas from other areas. That is the idea.

SHRI GHULAM RASOOL MATTO: So, this will be rotating. That is very good.

Now, Sir, I have a few suggestions to make. With regard to engineering graduates to my mind, Sir, there is an overflow of engineering graduates. In Jammu and Kashmir the graduates who have come out of the engineering colleges in 1983 are still unemployed. And I understand the same is the position throughout the country. I would request that a Working Group should be constituted to recommend a total perspective plan and to freeze the seats in the meantime no private engineering college should be opened. Of course, quality improvement schemes can be made. But this needs to be looked into. I also want that assistance should be given to local need-based vocational institutions. With regard to education of minorities, it is included in the 15-point programme of the former Prime Minister. Yesterday, Sir, ..(*Time bell rings*). Give me just two more minutes, Sir. Yesterday, my friend from Tamil Nadu was saying with regard to Navodaya Schools that education should be imparted in their own language or something like that Yesterday Hayatulla Ansari was speaking. He is a nationalist Muslim, I know him for the last 45 years. He is in his 80s. He stated yesterday that my mother-tongue is Urdu; and I am not able to get education for my children in my State of Uttar Pradesh in my mother-tongue. If a State Government lags behind in imparting education to a particular chunk of community in their own language, the Centre should come in and try to help them to get education in their mother-tongue. It is very important. This will give a sense of ownness to all these peole. Hayatulla Ansari has stated this yesterday. He is a nationalist. And this should be looked into. I would Only like to add one thing, Sir. That is about deputation and sending people abroad. It is being taken away by the Vice-Chancellors only. Sir, I may recall that in my own University of Jammu and Kashmir, whenever a deputation has to go abroad there the Vice-Chancellor who relinquished his office recently used to go himself He went seven times abroad during the last three or four years. I would request the Professors and Lecturers should be included in the deputation that are sent abroad. The policy should be clearly spelt out. Instead of Vice-Chancellors opting for going abroad, professors and lecturers should be sent

Sir, I want also a complete review of school textbooks from the point of view of national integration. This should be done on a thorough scale and throughout the country and almost each city and each school should be brought within its ambit. I have recently received a book from the Governor of Orissa Shri B. D. Pande about his lectures. The way he has put the case of national integration, it is worth emulating and I would request the Hon. Minister to take this into consideration.

Lastly, Sir, the Hon. Minister has announced yesterdey that he will give us some idea about the decision on the Mehrotra Committee's Report on the Pay Scales of College and School Teachers. The Minister has assured us that as soon as "A" category problem of civil servants is resolved, it will be done. I think in his reply he will give us a satisfactory reply on this point also.

Thank you very much.

डा. फागुनी राम (बिहार) : माननीय वाइस-चैयरमैन महोदय, आपने मुझे मानव संसाधन मंत्रालय पर चल रही चर्चा पर अपने विचार व्यक्त करने का जो मौका दिया है उसके लिए मैं कृतज्ञ हूं । इस मानव संसाधन मंत्रालय में पांच उपविभाग आते हैं और वे हैं, शिक्षा और संस्कृति, कला, महिला और बाल विकास, तथा युवा कार्य एवं खेल । ये पांच उपविभाग इसमें सम्मिलित हैं । इनमें शिक्षा सर्वोपरि

है, शिक्षा के महत्व को देखते हुए सन् 1986-87 की वार्षिक योजना 352 करोड़ रुपयों की थी, लेकिन सन् 1987-88 की योजना 825 करोड़ रुपयों की कर दी गई है। यह सही है कि शिक्षा पर उतना व्यय करना चाहिए जितना उसकी आवश्यकता हो। सच तो यह है कि सुरक्षा व्यय की तरह शिक्षा व्यय को भी महत्व दिया जाना चाहिए ताकि अगर सभी लोग शिक्षित हो जायेंगे तो शिक्षा के ज्ञान के प्रकाश से वे अपने आपको सुरक्षित करने के लिए सक्षम तो होंगे ही, उसके फलस्वरूप वे देश के लोगों को भी सुरक्षा प्रदान करेंगे। अनेक अर्थशास्त्रियों के अनुसार शिक्षा को संसाधन निश्चित करने के लिए शिक्षा को व्यय न मानकर लागत माना जाना है। विश्व के प्रसिद्ध अर्थशास्त्री गुनार मिर्डल ने शिक्षा को 'इवेस्टमेन्ट इन मैन' माना है। इसीलिए कहा गया है कि शिक्षा अपने आप में एक अक्षय भंडार है। कहा गया है—

"अपूर्व को डपि कोषो विद्यते तव भारति।
व्ययतो वृद्धिमायाति, क्षयमायाति
सञ्चयात्।।"

क्योंकि यही एक ऐसा खजाना है, विद्या ही एक ऐसा खजाना है जिसमें व्यय करने से वृद्धि होती जाती है जितना ही इसका उपयोग किया जाय उतनी ही इसमें वृद्धि होती है। अगर इसका संग्रह या संचय किया जाय तो इसमें अपेक्षाकृत कमी आ जाती है। शिक्षा पर खर्च करने से दो प्रकार के लाभ होते हैं। एक तो व्यक्तिगत लाभ होता है, यानी शिक्षा से कुशलता बढ़ती है, कौशल आता है, निपुणता बढ़ती है, जो जीवनयापन के लिए बहुत जरूरी है। व्यक्ति अपना और अपने बाल-बच्चों तथा परिवार का पालन-पोषण अच्छी प्रकार से कर सकता है। दूसरा उससे सामाजिक लाभ होता है जिसकी वजह से व्यक्ति यह जान पाता है कि समाज के प्रति, देश के प्रति और राष्ट्र के प्रति उसके क्या कर्तव्य और अधिकार हैं। इसीलिए कहा गया है कि शिक्षा सभी शक्तियों में सर्वोपरि शक्ति है। इससे ज्ञान में वृद्धि होती है। इसीलिए कहा गया है, बुद्धि यस्य बल यस्य। हमारे माननीय प्रधान मंत्री जी ने नई शिक्षा देकर स्वतंत्र भारत में पहली बार लोगों में शिक्षा के प्रति एक बहुत सबल, प्रबुद्ध, निष्ठा, आशा और उत्साह का संचार किया है।

हमारे देश में शिक्षा के क्षेत्र में काफी काम हुआ है, लेकिन अभी भी बहुत करना शेष है। पहले गांवों में शिक्षित लोग कम मिलते थे, लेकिन आज प्रत्येक गांव में ग्रेजुएट मिल जाते हैं। लेकिन फिर भी इतना ही पर्याप्त नहीं है। शिक्षा के क्षेत्र में अभी भी बहुत काम करने की आवश्यकता है। आप जानते हैं भारत गांवों का देश है। भारत की आत्मा गांवों में निवास करती है। अतएव मेरा अनुरोध है कि ग्रामीण स्तर पर जहां बच्चे पांचवीं से लेकर सातवीं और मैट्रिक तक शिक्षा प्राप्त करते हैं, शिक्षा में सुधार नहीं लाया जाएगा तब तक सही रूप में नई शिक्षा नीति हम सफलतापूर्वक कार्यान्वित नहीं कर सकते हैं। हमारे गांवों में प्राथमिक और माध्यमिक विद्यालय हैं। इसमें शिक्षकों के स्तर की जो अपेक्षा की जाती है वह उसके अनुकूल अच्छी नहीं होती है। खासकर आज के वैज्ञानिक युग में जब कि शिक्षा के उत्थान का काफी प्रयास किया जा रहा है इसमें मॉडिफिकेशन की जरूरत है। यह इसलिये जरूरी है कि जैसे जैसे शिक्षा का पाठ्यक्रम बदलता है तो ग्रामीण शिक्षकों को अध्यापन कार्य कराने के लिये, उन्हें पढ़ाने के लिए उनका ज्ञानवर्द्धन जरूरी है, इसके लिए उनको ट्रेनिंग दी जानी चाहिए ताकि वे सही ढंग से बच्चों को वर्तमान शिक्षा के अनुरूप ढाल सकें। देश में आजकल नवोदय विद्यालयों की बात है। यह एक क्रान्तिकारी कदम है। सब लोगों ने इसकी सराहना की है, मैं भी इसका प्रशंसक हूं। लेकिन नवोदय विद्यालय सब लोगों को शिक्षा प्रदान करने में सक्षम नहीं हो सकेंगे क्योंकि इनकी संख्या कम है और इसमें सभी विद्यार्थियों का नामांकन नहीं हो सकेगा। इसलिये मेरा सुझाव यह है कि जो हमारे प्राथमिक विद्यालय हैं, मध्य विद्यालय हैं, सेकंडरी स्कूल हैं उनके स्तर को इतना ऊंचा उठाया जाय ताकि वे पब्लिक स्कूल में जहां ज्यादा फीस देकर सम्पन्न परिवारों के लड़के पढ़ते हैं, उस कोटि का स्तर, उस कोटि की शिक्षा ग्रामीण क्षेत्रों के स्कूलों में

[डा. फामूनी राम]

हासिल हो सके और वे भी इस बात पर गौरव अनुभव कर सकें कि पब्लिक स्कूलों में जिस तरह की शिक्षा प्राप्त होती है उसके अनुरूप हमने शिक्षा प्राप्त की है । माध्यमिक शिक्षा के बाद हम इंटरमीडिएट शिक्षा शुरू करते हैं । नई शिक्षा नीति में यह डिग्री कोर्स और स्कूली शिक्षा के बीच लिंक शिक्षा के रूप में कही गई है । हम यह देखते हैं कि शिक्षा के विभिन्न स्तरों में चाहे यह प्राथमिक शिक्षा हो, माध्यमिक शिक्षा हो या इंटरमीडिएट शिक्षा हो यहां तक कि कालेजों में भी विभिन्न तरह की शिक्षा दी जाती है । उदाहरण के रूप में हम इंटरमीडिएट शिक्षा को लें । इंटरमीडिएट शिक्षा, प्लस 2 शिक्षा जिसको कहते हैं वह चार तरह से दी जाती है । एक तो इंटरमीडिएट कालेज में पढ़ाते हैं, जो गैर-सरकारी हैं और ये प्रबन्ध कमेटियों द्वारा चलाये जाते हैं । दूसरे ऐसे हैं जो हाई स्कूल, माध्यमिक विद्यालय हैं उनमें प्लस 2 करके पढ़ायी जाती है और इसमें प्रायः शिक्षक वही रहते हैं जो माध्यमिक विद्यालय के होते हैं । अपेक्षाकृत इनका अनुभव कम रहता है । फलतः जो शिक्षा प्लस 2 वालों को दी जानी चाहिए उसमें पर्याप्त अनुभवी शिक्षक नहीं होते और उनमें इसका अभाव सा लगता है। तीसरे, वे इंटरमीडिएट कालेज हैं जो सरकारी हैं। इनमें शिक्षक अच्छे होते हैं। उनके चुनाव की प्रक्रिया, उनकी योग्यता की जांच तथा उनके वेतन व अन्य सुविधायें अच्छी रहती हैं, ये संतुष्ट रहते हैं और इन स्कूलों में लड़के चुनकर लिये जाते हैं। इसलिये इन स्कूलों में पढ़ाई अच्छी होती है। चौथी तरह के इंटरमीडिएट शिक्षा जो डिग्री कालेज कहे जाते हैं उनमें भी प्लस 2 की पढ़ाई होती है। ये अपेक्षाकृत अच्छे रहते हैं और उनका स्तर अच्छा होता है । मेरे कहने का आशय यह है कि इंटरमीडिएट स्तर की शिक्षा चार तरह से दी जाती है और चारों स्तरों में शिक्षा का अध्ययन और अध्यापन कार्य में अंतर है। इसके लिये मेरा सुझाव यह है कि सब जगह एक तरह के इंटरमीडिएट कालेज खोले जाएं ताकि समान ढंग से विद्यार्थियों को शिक्षा दी जा सके और समान स्तर की शिक्षा के द्वारा उनको तैयार किया जाय। क्योंकि यही आगे डिग्री कालेज में प्रवेश का आधार होता है। यहां से विद्यार्थियों के लिये दो रास्ते निकलते हैं। एक रास्ता निकलता है जब डिग्री और मास्टर डिग्री क्लासेज में जाते हैं और दूसरी शाखा निकलती है जिसको टेक्नीकल शाखा कहते हैं, वे मैडिकल में जाते हैं, टैक्नीकल लाइन में जाते हैं। अगर यह आधार मजबूत नहीं होगा, अगर इंटरमीडिएट कालेजों में अध्यापन कार्य ठीक से नहीं होगा तो ये लोग भी अच्छे नहीं हो सकेंगे। इसलिए मैं यह कहूंगा कि शिक्षा, इंटरमीडिएट क्लासेज की शिक्षा पर अधिक जोर दिया जाना चाहिए। डिग्री कालेज जो हैं, जो यूनिवर्सिटियां हैं उनकी स्थिति भी बहुत खराब है। खासकर बिहार में जितनी भी यूनिवर्सिटियां हैं उनकी आर्थिक स्थिति खराब रहती है। वहां पर डिग्री कालेज के प्राध्यापकों और यूनिवर्सिटी के कर्मचारियों को वेतन भी समय पर नहीं मिल पाता है । इसलिए मैं अनुरोध करूंगा कि यू.जी.सी. इन संस्थाओं के लिए पर्याप्त धनराशि को आवंटन करे ताकि इन्हें उपस्कर उपलब्ध हो सकें और इनकी पढ़ाई का स्तर भी ऊंचा हो सके।

3.00 P.M.

मैं अब थोड़ा सा शोध के बारे में भी कहना चाहता हूं । मैं ऐसा मानता हूं कि यह जो एकेडमिक स्कूल और कालेज हैं यह आदमी को साक्षर बनाते हैं लेकिन सरस बनाने के लिये उनको अनुसंधान में जाने की जरूरत है । क्योंकि साक्षर को यदि उल्ट दें तो शायद साक्षरता की सार्थकता कम हो जाती है लेकिन सरस को विपरीत करेंगे तो भी सरसता नहीं जाती है । इसलिए पढ़ लिख कर एकेडमिक क्वालीफिकेशन के बाद उनको अनुसंधान में लगाये जाने की जरूरत है, वहीं पर उनको आत्मज्ञान जागृत करने का मौका मिलता है । अगर हमारा शोध अच्छा होगा तो निश्चित रूप से हमारी पढ़ाई और पढ़ना सार्थक होगा उसका सदुपयोग हो सकेगा । मैं यह कहूंगा कि तकनीकी जो शोध होते हैं उनको उद्योग के साथ जोड़ा जाना चाहिये । इस तरह से उनमें अभिलाषा जागेगी और शोधकर्ताओं को अपेक्षित सुविधायें प्रदान की जानी चाहिये ताकि वे लोग दूसरी तरफ से ध्यान मोड़ कर शोध की तरफ

ध्यान दें और शोध करें, जनउपयोगी कार्यों में अपने आप को संलग्न कर सकें । जहां तक शोध की बात है यह बड़ा खर्चीला होता है और इसमें बहुत श्रम और समय भी लगता है । इसीलिये मेरा आपसे अनुरोध है कि अभी जो नेशनल लाइब्रेरीज में शोधकर्ताओं को प्रायः पैसे खर्च करके दूसरी जगह जाना पड़ता है जैसे, कलकत्ता या दूसरी जगह जाना पड़ता है मेरा अनुरोध है कि कम से कम प्रत्येक प्रांत में एक ऐसी संस्था हो, इंस्टीट्यूशन हो, जहां शोध के लिये संदर्भ पुस्तकों का या सामग्रियों का संग्रह हो और उसमें अपेक्षित सुविधाएं हों ताकि शोधकर्ताओं को इस से लाभ मिल सके और उन्हें सहूलियत हो सके । इसके साथ-साथ मैं अनुरोध करूंगा कि शोध तो हो जाते हैं लेकिन उनका प्रकाशन करना बहुत खर्चीला होता है । एक शोधकर्ता चाहते हुये भी प्रकाशन नहीं कर पाता है । मैं अनुरोध करूंगा कि एक ऐसा संगठन होना चाहिये, एक ऐसा संस्थान होना चाहिये जो शोधकर्ताओं के शोध को प्रकाशित कर सके । अनेक विद्यानुरागी या तेजस्वी पुरुष अपने समाज के लिये तथा अपने देश के लिये, बुद्धि के लिये शिक्षा, शिक्षक और छात्रों के लिए लिख सकते हैं किताब के रूप में या संदर्भ बुक के रूप में उनकी लिखी हुई बातों और उनकी रचनाओं को ये संस्थाएं अपने माध्यम से प्रकाशित कर सकें ऐसा करने से मैं समझता हूं कि शोधकर्ताओं के साथ बुद्धिजीवियों को भी एक प्रबल समर्थन मिलेगा और बल मिलेगा, यह राष्ट्रहित में भी होगा । मैं दो और बातों की ओर आपका ध्यान आकर्षित करना चाहता हूं । जहां तक कल्चर की बात है हमारा देश संस्कृति के मायने में बड़ा ही धनी है क्योंकि यह देश ऐसा रहा है जहां की संस्कृति ऐसी है कि बहुत से देशों की संस्कृति भारत की संस्कृति में समाहित हो जाती है । क्योंकि हमने 'वसुधैव कुटुम्बकम्' को अपना लक्ष्य रखा है यह हमारी भारतीय संस्कृति है अगर हम लोग ऐसा करें परस्पर एक दूसरे से भाई-चारे का संबंध बढ़ायें, अपनी नयी संस्कृति, प्रणाली, नये आदर्शों को पुराने आदर्शों पर आधारित करें और उनसे प्रेरणा लें तो मैं समझता हूं कि राष्ट्र की एकता और राष्ट्र की अखंडता में यह बात बहुत सहायक सिद्ध हो सकेगी । एक बात और मैं आपसे कहना चाहता हूं । महिलाएं उपेक्षितों में भी उपेक्षित हैं । मनुस्मृति में लिखा हुआ है-

"यत्र नार्यस्तु पूज्यते रमन्ते तत्र देवता ।"

वास्तव में नारी की पूजा की जाती थी । नारी वास्तव में पुरुष की सहभागिनी ही नहीं साधिका भी रही है । जितना पुरुषों की संख्या है उतनी नारियों की भी संख्या है । यद्यपि उनकी शिक्षा कम है फिर भी बड़े अफसोस के साथ मुझे यह कहना पड़ता है कि जो नारियां शिक्षित हैं उन्हें भी रोजगार नहीं मिलता है । जहां तक बेरोजगारी का प्रश्न है मैं समझता हूं कि यह मंत्रालय उनके लिये सबसे उपयुक्त विभाग है जो उनकी कठिनाइयों को दूर कर सकता है । इसलिये कि इन विभागों में प्राथमिक स्कूलों से लेकर कालेजों तक निश्चत रूप से इन महिलाओं के लिये महिला प्राथमिक विद्यालय, महिला माध्यमिक विद्यालय और महिला कालेज हैं । इसलिये जो महिलायें कम से कम शिक्षित हैं और जो मिनिमम योग्यता रखती हैं हम चाहेंगे कि निश्चित रूप से उनकी नियुक्ति हो ताकि उनकी बेकारी की समस्या दूर हो सके और उनको पढ़ने पढ़ाने में प्रेरणा मिल सके । एक बात मैं और कहूंगा कि शिक्षा के क्षेत्र में आरक्षण का प्रावधान खासकर अनुसूचित जाति, अनुसूचित जनजाति, माइनारिटी कम्यूनिटी और महिलाओं के लिये जो है उसके अनरूप उनको सही लाभ मिलना चाहिये । अभी मैं यू०जी०सी० की रिपोर्ट पढ़ रहा था उसमें यह बात कही गयी है कि इनकी आरक्षण नीति को देखने के लिये प्रत्येक यूनिवर्सिटी में एक सेल की व्यवस्था की जायेगी जो इनके इंटरेस्ट को देखेगी । केवल 79 यूनिवर्सिटियों में इसकी व्यवस्था की बात कही गयी है । मैं कहूंगा कि ऐसे सेल हिन्दुस्तान की सभी यूनिवर्सिटियों में स्थापित किये जायें और उन्हें इनके आरक्षण, इनकी इंटरेस्ट सरकार की नीतियों के अनुकूल कार्यान्वयन को देखने की जिम्मेदारी हो ताकि इन लोगों का मनोबल बढ़ सके और राष्ट्रहित में ये भी शिक्षा के क्षेत्र में अपने को आगे बढ़ा सकें । इन्हीं शब्दों के साथ मैं पुनः कृतज्ञता ज्ञापित करता हूं ।

[Shri T. R. Balu]

SHRI T. R. BALU (Tamil Nadu): Mr. Vice-Chairman, Sir, I rise to speak about the working of the Ministry of Human Resource Development. I want to confine my views pertaining to Navodaya Vidyalayas envisaged in the new education policy. The major and basic aims of the new educational policy are: to foster national integration, to implement three-language formula and to enlarge the opportunities of higher education to the talented rural children. I oppose this because of the reason that with this only the elite mass will be getting the fruits of this and the downtrodden, socially and educationally backward children will not get the fruits out of it. It is a gross violation of article 15(4) which reads as under, I quote:

> "Nothing in this article or in clause (2) of article 29 shall prevent the State from making any special provision for the advancement of any socially and educationally backward classes of citizens or for the Scheduled Castes and the Scheduled Tribes."

I request that the provision made in article 15(4 of the Constitution be implemented. By the by, as per article 45 this Government has got the constitutional obligation to provide free and compulsory education to the children upto the age of 14 years. I do not think the Government has come forward to fulfil the wishes of the forefathers of the Constitution. There are many schools which are without roofs, blackboards, benches. There are no minimum facilities available for the children. At the same time, this Government has come forward to spend 500 crores of rupees in the Seventh Five Year Plan and it has earmarked Rs. 60 crores in this year to be spent on Navodaya Vidyalayas. At this juncture, I want to point out one thing. As per the available records and statistics by the year 2000, there may be 55 crores of illiterates in our country. I think our Prime Minister will lead us into the 21st century along with 55 crores of illiterates. What is the alternative arrangement to uplift the downtrodden society who are socially and educationally backward? I don't think the Government will come forward to do that.

Sir, yesterday many members of the ruling party pointed out—rather recited—that those who support English are servants of the aliens and those who support Hindi are national. The meaning of "national" as per Lord Bricely's quoting that nationality is nothing but a population held together with certain ties of language, tradition and culture. I don't think Hindi is representing our culture; I don't think Hindi is representing our tradition. How can they call Hindi as the national language? We are a multinational society. There are so many national languages. As per the Eighth Schedule, there are 14 national languages. Including Urdu they are fifteen. But, in spite of all those things, the ruling party members have commented about that. I do not understand them. They have called us as servants of aliens. I admit it because of the reason that this very august House was built only with alien architecture. It is not our own architecture. It has been built by the British Empire. And the sound system through which I am speaking has been supplied by aliens and not supplied by the Indians. The political system itself, rather the Constitution of India has the 1935 Act as its base. At least here after they should not say like that. If they say, English is alien to us, then we could say Hindi is also alien to us.

SHRI ALADI ARUNA *alias* V. ARUNACHALAM (Tamil Nadu): More alien.

SHRI T. R. BALU: As per Mr. Aladi Aruna it is more alien. So, hereafter let them not profess that word.

I am reminded of a story, rather history. In 1789, during French Revolution, people went to the Royal Palace and they demanded their daily bread. The Queen Lady Antoinete replied: "Oh, you don't have bread. You go and better take cakes". It is nothing short of supplying free buckets by our State to hold water when there is no water. Such that, our Prime Minister is interested in uplifting the society, of the upper class, the elite, rather than uplifting the downtrodden, the socially and educationally backward classes. He is going to spend Rs. 500 crores in the Seventh Plan. But

at the same time the schools in rural villages which are deprived of minimum facilities are not being nurtured. So, I request the Prime Minister and the Treasury Bench to kindly look upon that situation also when they are going to spend such a huge amount.

Sir, coming to health, I want to suggest creation of a high-powered Science Academy for Medical Science similar to Indian National Science Academy. This proposal is pending with the Government for a very long time.

Secondly, there is the National Board of Examination on an all-India basis. This Board has conducted examinations for the MAMS, Membership of Academy of Medical Sciences. This is a six-year degree course. It was abolished recently. Now they are awarding only diplomas. So, this Board should be again directed to offer the NBE degrees instead of diplomas to fulfil the needs of medical professionals.

Before I conclude, I would like to say that everybody who is serving in the university as teacher is agitating even today. They want their pay scales should be refixed as per the recommendations of the University Grants Commission. Those people from Tamil Nadu polytechnics and other teachers of the university have come here all the way from Tamil Nadu. They are staging *dharna* in front of Parliament, at the Boat Club. I request the Government to look into this matter also and see that the pay scales are increased and refixed accordingly.

Thank you very much.

DR. MOHD. HASHIM KIDWAI (Uttar Pradesh): Mr. Vice-Chairman, I rise to speak on the working of the Ministry of Human Resource Development, but I will confine myself mainly to the Department of Education. Education has been performing the most important and noblest work of nation building and of building and moulding the character of the rising younger Indian generations.

At the outset, let me congratulate the Ministry for its very many achievements especially in the field of education. By this, I refer to the most important and epoch-making revolutionary New Education Policy, Open University and informal education. I am sure that these are bound to revolutionise the entire educational system and these will strengthen our secular democracy, and a new India will march, will make repaid strides and will enter the most glorious era under the dynamic leadership of our Prime Minister, Mr. Rajiv Gandhi. And young Indian will rightly proclaim and address himself in this verse:

"उठ के अब बज्मे जहां का और ही अंदाज है,
मशरिको मगरिब में कस्र मेरे दौर का आगाज है।"

For this we must congratulate our learned, distinguished and scholar Minister, Mr. Narasimha Rao and his effective, capable and competent Ministers of State, Shrimati Krishna Sahi and Shrimati Margaret Alva.

The greatest danger which our secular democracy and nation is facing today is from the side of communal chauvinism and communalism. Unfortunately it has grown very strong these days. The greatest challenge of this menace can be successfully fought if textbooks, especially history textbooks are thoroughly revised and purged of all such portions and passages which promote communal hatred and are objectionable and offensive against any religion or community. I am sure that the Ministry will pay immediate special attention to it.

Equally important is the question of promotion of national unity, patriotism and nationalism. This is possible only when the history of the freedom movement is taught at all levels to our students; and our students are informed about the lives and tremendous sacrifices of our national leaders. Religious and moral education should also be imparted in all educational institutions so that our students should have equal respect for all religions. This is quite in consonance with Indian secularism and Indian traditions. In this way alone our students will have large-heartedness and religious toleration which the country badly needs.

[ ] Translitration in Arabic script.

[Mohd. Hashim Kidwai]

We are rightly proud of the fact that ours is the largest Parliamentary democracy of the world and it is in the fitness of things that we should have academic democracy in all our educational institutions and that our institutions should run on democratic lines. But, unfortunately our universities have become citadels of feudalism and Vice-Chancellors armed with special powers act arbitrarily and are not accountable and answerable for their actions to supreme governing bodies or other bodies of the universities. Moreover, they very often flout university's statutes and rules and elections to the Student's Unions are not held. More unfortunate is the fact that the Government remains a silent spectator. The time has come when the Government should interfere and see to it that the universities are fully democratised. The need of the hour is also this that the Vice-Chancellors are deprived of the special powers and are made accountable and answerable to the university bodies. Bureaucrats, who are totally misfit in the universities should not be appointed as Vice-Chancellors.

Another very important question which has been worrying college and university teachers is that their new pay-scales have not yet been announced. I would request the hon. Minister with all the emphasis at my command that their pay-scales which should not be less than the pay-scales of the highest in the bureaucratic hierarchy should be announced.

I would also draw the attention of the hon. Minister to the three-language formula. A student must have his or her education at the school level in his or her mother tongue and the Ministry should see to it that this formula is fully implemented by the State Governments and injustice done to Urdu-speaking people is undone.

The UGC should exercise only supervision over the Universities and should not interfere in the day-to-day affairs of the universities. It should also not look at academic problems purely from financial point of view. It should be overhauled and renamed, because its present nomenclature does not reflect its academic nature. It should consist of eminent educationists and academicians who should not belong to only one particular ideology as has been the practice till present. The Commission should give up cumbersome, time-consuming and out-of-date procedures. Unfortunately it takes too much time. For instance research projects are approved in one or more than one year. These various committees should not consist of persons only of one particular ideology. Instead of encroaching upon university autonomy, the Commission should see to it that all university posts are filled up and they should not remain unfilled for years together. Similarly, working of certain other bodiees like the Councils of Historical and Social Sciences should also be improved. It is very unfortunate that too much time is taken by these councils in granting fellowships, in approving projects. More hostels should be ocnstructed. There should be more and more playgrounds. The State Governments should be persuaded by the Centre to provide for mid-day meals to the school children.

Finally, I request the Minister to kindly see that the urdu encyclopaedia is published at a very early date. Thank you.

SHRIMATI BIJOYA CHAKRAVARTY (Assam): Mr. Vice-Chairman, Sir, at a time when the Government is preparing for taking the country into the 21st century, the foundation of education is floundering on its own rock. I say this because in the last two plan periods, we have seen the growth rate of education is declining and the primary education is still in its embryo stage. Moreover, we have seen that the adult education is a sort of routine affair and there is no positive development in this direction. I myself got experience of it. I have also seen at the primary level more drop-outs. These drop-outs turn into illiterate persons. The primary education system in the rural areas shows a disastrous picture. If we go and see in the North Eastern region we can find students reading in a school where there is no roof, not

to speak of computer and not to speak of T.V. In some of the districts of Assam, T.V. is yet to arrive. So students have no chairs to sit upon and they carry their own chairs to sit upon, to schools. After seeing these conditions I wonder whether the so-called revolution in our Human Resource Development Ministry reaches the country or not.

So far as women's education is concerned, the less said the better. We know that to educate a man is to educate an individual and to educate a woman is to educate a family. Out of 680 million population, 330 million are women. But only 89 million are educated. That means it is far below 4 per cent. If education of women is of this stage, how can we expect to enter into the 21st century? If half of the population of the country is not educated, how can we march into the 21st century? Only 2 per cent of GNP has been allocated for education. I want to know whether our learned Minister thinks that education is a sphere which is not productive at all.

We spend lot of money on IITs to produce engineers and technologists. We spend Rs. 1.65 lakhs per IIT graduate and cannot prevent them from going abroad. These IIT graduates go abroad in search of green pastures. Only 12 per cent remain here and they also become business executives cutting themselves off from the line of their real education. So why this sad state of affairs is there? Why there is no proper development in our science and technology department? Why don't you prevent them from going abroad on whom we are spending a lot of money?

In the domain of games and sports the position of the country is very miserable. We want to put games and sports in the dock. Lack of pragmatic planning and want of dedicated people to work for the improvement of games and sports cause devastation in our games and sports. India is the only country in the world where sports officials are more active in the field than the sportsmen themselves. The push and pull in major decisions of games and sports break the morale of our sportsmen. We spend crores of rupees in the Delhi Asiad only to produce one P.T. Usha. The Government adopts the policy of economic drive when the question of D.A. and other monetary benefits to sportsmen arise. In respect of coaching, the Government is half-hearted. Short term coaching in major disciplines can never bring good results. Prior to Seoul Asiad, the Korean players led a regimented life for 700 days. The Government took full responsibility for them. The result is known to all. Whereas in India, the sportsmen do not spend even 290 days in the field. We have got no dearth of talents. In Assam, there are many sportsmen, many people who are very active, who are very talented. Recently, in the last Subrato Memorial Cup, one Government Higher Secondary School situated in the far flung area of Assam has won it and one High School situated in a very remote area of Assam have won the Subrato Memorial Trophy this time. But these boys, who won the trophy, who defeated all the schools, will not be allowed to come to lime light. They will get an immature death. It is because we never impart them good training. We never collect them and give them proper coaching. If we happen to do that, we may get very good team. I hope, the Minister concerned will mark this thing. In respect of retired sportsmen, the Government is silent. The case of a renowned retired sportsman comes to the notice when his case is published in the paper. We know many cases.

Mr. Vice-Chairman, Sir, the Kendriya Vidyalayas Sanghathan becomes a subject of adverse criticism. Its 25,000 teachers are in a state of near revolt. These teachers have long standing grievances but the Government pay no heed. Recently they resorted to a month long fast but of no avail. When they protest, teachers are victimised. Neither the Minister, nor the Chairman can find time to talk to them to sort out matters. The scheme of decentralisation of the government is causing distress to these teachers. There is some apprehension that if this scheme is introduced, there will be some sort of

[Smt. Bijoya Chakraborty]

trouble regarding their promotion, transfer and appointment matters and a sense of insecurity lurks in their minds. As for pay, their demand has been longstanding. The recommendations of the Chattopadhya Committee are not yet implemented. I think, the Government cannot improve education without the cooperation of the teaching community as a whole. It is very sad to note that the Kendriya Vidyalayas Sanghathan has become a den of corruption and malpractices. There is corruption in implementation of programmes, there is corruption in promotion, there is corruption in all spheres. The Government does not take any steps even where crores of rupees bungling is involved. The All India Federation of University and College Teachers' Organizations is staging *dharna* at the Boat Club. The Government must be aware of it. Ever since 1973, there has been no revision in the payscales of teachers. At a time when other employees are getting benefit from pay revision, on what ground the Government deprive these teachers of their dues. Do the Government desire a sort of disorder and chaos in all fronts?

[The Deputy Chairman in the Chair.]

I hope, in order to improve the educational atmosphere, the Government would cooperate with the teachers.

श्री राम चन्द्र विकल (उत्तर प्रदेश) : माननीय उपसभापति महोदया, मैं आपका आभार मानता हूं कि मानव संसाधन मंत्रालय की यह जो रिपोर्ट है उस पर आपने मुझे भी अपने विचार व्यक्त करने का अवसर दिया है । आप जानती हैं कि शिक्षा का क्षेत्र बहुत व्यापक क्षेत्र है जिसकी सीमाएं लम्बी-चौड़ी हैं । जब हमारा यह मानव संसाधन विकास मंत्रालय नये रूप में बना है तो इसकी परिधि, सीमाएं और क्षेत्र और भी अधिक व्यापक हो गया है । मैं बहुत थोड़े समय में कुछ बातें कहना चाहूंगा ।

जहां तक शिक्षा का मामला है, हमें बच्चों को पहले देखना चाहिए । बच्चे देख कर और सुनकर ज्यादा ज्ञान अर्जित करते हैं । किताबों में पढ़ने से अधिक ज्ञान वे देखकर और सुनकर प्राप्त करते हैं । इस सिद्धान्त को लेकर अगर हम चलें तो बच्चे ज्यादा से ज्यादा ज्ञान देशाटन से और आजकल तो टेलीविजन का रिवाज चल गया है, उसको देखने से भी प्राप्त कर सकते हैं । यह सही है कि टी.वी. देखने से बच्चों की आंखों पर असर पड़ता है । लेकिन एक निश्चित दूरी से देखने से इस खराब असर को समाप्त किया जा सकता है । आज हमारे देश में जो पाठ्य पुस्तकें हैं वे इतनी ज्यादा हैं कि चाहे गांव हों या शहर, बच्चे उस बोझ को उठा नहीं सकते हैं । हम देखते हैं कि बच्चे अपनी पीठ पर बस्ता लटका कर जाते हैं और उस बोझ से वे झुक जाते हैं । हर राज्य में यह स्थिति है । इसलिए आज आवश्यकता इस बात की है कि इस शिक्षा नीति में मूल परिवर्तन किया जाय । बच्चों पर किताबों का बोझ कम किया जाय । मैं चाहता हूं कि मानव संसाधन मंत्रालय को इन बातों की ओर ध्यान देना चाहिए । दूसरी जो जरूरी चीज है वह बच्चों की मानसिक प्रवृत्ति है । उसको समझ कर ही बच्चों को शिक्षा दी जानी चाहिए । आज हमारे देश में व्यवसायिक शिक्षा की बात कही जाती है । यह कहा जाता है कि हमें व्यवसायिक शिक्षा की तरफ अधिक ध्यान देना चाहिए । मैं समझता हूं कि बच्चे की मानसिक प्रवृत्ति को देखकर ही उसको शिक्षा दी जानी चाहिए ताकि बच्चे की स्वाभाविक प्रवृत्ति को देखकर उसको शिक्षा दी जा सके । जहां तक हमारे देश में शिक्षा का प्रश्न है, हमें प्राथमिक शिक्षा से लेकर विश्वविद्यालय की शिक्षा पर ध्यान देना चाहिए । मैं समझता हूं कि प्राथमिक शिक्षा पर राज्य सरकारों और केन्द्र सरकार को ज्यादा ध्यान देना चाहिए । इधर और उधर के सभी माननीय सदस्यों ने यह शिकायत की है कि हमारी जो प्राथमिक शिक्षा का स्तर है वह किसी भी दृष्टि से बढ़ाया नहीं जा रहा है । शिक्षा का प्रचार तो किया जाता है । प्राथमिक स्कूलों में ऐसे अध्यापकों को लगाना जाना चाहिए जो बच्चों की कोमल प्रवृत्ति को समझते हैं । आज स्थिति यह है कि बच्चों की मनोवृत्ति और उनकी प्रवृत्ति को समझने वाले अध्यापक

प्राथमिक स्कूलों में नहीं लगाये जाते हैं । हमने यह देखा है कि जब किसी नवयुवक को कहीं नौकरी नहीं मिलती है तो वह बी. एड. कर लेता है और मजबूरी में अध्यापन के कार्य में लगता है । अगर कहीं उसको छोटी नौकरी मिल जाय तो वह उसको लेना पसन्द करेगा, लेकिन अध्यापक मजबूरी में ही बनेगा । इसलिए केन्द्र सरकार और राज्य सरकारों को सबसे पहले प्राथमिक शिक्षा की तरफ ध्यान देना चाहिए । प्राथमिक शिक्षा के लिए योग्य अध्यापक होने चाहिएं । यह सही है कि प्राइमरी स्कूल के बच्चे, जो छोटे होते हैं, क्योंकि महिलाओं का इस मामले में ज्यादा उदार दृष्टिकोण होता है, इसलिये छोटे बच्चों की जो शिक्षा है वह महिलाओं की देखरेख में हो तो ज्यादा उपयोगी होगा । यह बच्चों की साइकालोजी और मानसिक गतिविधियां जो हैं उसके अध्ययन के बाद मैं यह बता रहा हूं कि आप प्राथमिक शिक्षा पर ज्यादा ध्यान दें, योग्य टीचरों को प्राथमिक स्कूलों में लगाया जाय तभी हमारी बुनियाद मजबूत होगी, तभी हमारी शिक्षा का ढांचा यूनिवर्सिटियों और विश्वविद्यालयों में मजबूत होगा । हमारे पास साधन भी इतने अच्छे होने चाहिए जिससे हमारे प्राथमिक स्कूलों के योग्य शिक्षक आ सकें । उनका वेतनमान अच्छा हो, उनके कार्यक्रम अच्छे हों, उनका पाठ्यक्रम हो । यह सब सोचकर हमको चलना पड़ेगा । दूसरा, ...*(व्यवधान)*... नवोदय और केन्द्रीय विद्यालय ऐसे खराब नहीं हैं जैसा कि आप सोचते हैं । उनका लक्ष्य अच्छा है और उसको प्राप्त करने में थोड़ा समय लगेगा । अगर आपके सुझाव अच्छे होंगे तो यह जरूर होगा । नवोदय विद्यालय न हों, केन्द्रीय विद्यालय न हों ऐसा सोचना उचित नहीं । मैं देखता हूं कि केन्द्रीय विद्यालयों की बहुत मांग है और आजकल हमारा सबसे ज्यादा सिर दर्द वहां दाखिले के बारे में होता है । यादव जी शायद इसमें आपकी सिरददी न हो केवल मेरी प्राय: रहती है । जब केन्द्रीय विद्यालयों की इतनी मांग है, उसमें बच्चों को दाखिल कराने के लिये इतनी होड़ है तो मैं चाहता हूं कि ये ज्यादा खोले जांय, नवोदय विद्यालय ज्यादा खोले जांय ।

श्री जगदम्बी प्रसाद यादव (बिहार): आप जैसा अनुभवी आदमी इस तरह की बात करे आश्चर्य है । इससे प्राथमिक शिक्षा कैसे मजबूत सकेगी ? नवोदय विद्यालय एक जिले में एक ही होगा । केन्द्रीय विद्यालय और नवोदय विद्यालय मिलाकर कितने स्कूल होंगे ? सब मिलाकर भी डेढ़ लाख या दो लाख विद्यार्थी से अधिक नहीं हो सकते । जब तक हम प्राथमिक शिक्षा को मजबूत नहीं करेंगे तब तक यह नहीं हो सकता ।

श्री राम चन्द्र विकल : प्राथमिक शिक्षा केन्द्रीय और नवोदय विद्यालय में प्रारम्भ है । हां, इनकी तादाद थोड़ी है लेकिन यह शिक्षा वहां दी जाती है। इन केन्द्रीय विद्यालयों का जो एक बड़ा लाभ है वह यह है कि उनका पाठ्यक्रम ज्यादा बदलता नहीं है । पाठ्यक्रम बदलने की, किताबों को बदलने की परिपाटी से भी हमारा शिक्षा जगत बदनाम रहा है । इससे हमारे अभिभावकों पर बड़ा भारी बोझ पड़ता है । सारे देश में पाठ्यक्रम एक समान हो केन्द्रीय विद्यालय इस बात के नमूने हैं । हमारे सैनिक लोगों के लिये, हमारे फौजी भाइयों के लिये, उनका ट्रांसफर आये दिन देश के किसी भी हिस्से में होता रहता है, उनकी आवश्यकता को देखकर पाठ्यक्रम एक सा रखा गया है । लेकिन इन फौजी भाइयों के अलावा भी जो अन्य लोग हैं वे भी चाहते हैं कि हमारे बच्चे केन्द्रीय विद्यालय में दाखिल हों । इसलिये केन्द्रीय विद्यालय और नवोदय विद्यालय ज्यादा से ज्यादा हों यह मेरी मांग है । जैसा कि अभी एक माननीय सदस्य ने कहा कि ग्रामीण क्षेत्रों में इनकी संख्या बढ़ाई जाय यह उचित है । ये विद्यालय अधिकतर शहरी क्षेत्रों में हैं । इनको ग्रामीण क्षेत्रों और विशेषकर ऐसे क्षेत्रों में खोला जाय जो अभी तक अविकसित हैं । हमारे अंसारी साहब ने प्रौढ़ शिक्षा की बात की । उन्होंने अपना सारा जीवन प्रौढ़ शिक्षा में लगा दिया । इसकी हमारे देश में आवश्यकता इसलिये है कि परिस्थितिवश, विशेषकर, आर्थिक कठिनाइयों के कारण मां-बाप अपने बच्चों को पूरी शिक्षा नहीं दे पाते और वे छोटी-मोटी नौकरी शुरू से करने लगते हैं तो उनके लिये यह लाभकारी है । प्रौढ़ शिक्षा के बारे में अंसारी

[श्री राम चन्द्र विकल]

साहब के जो विचार हैं मैं उनका स्वागत करता हूं । मैं चाहता हूं कि सरकार प्रौढ़ शिक्षा के लिये अधिक बजट में प्रावधान करे चाहे राज्य सरकारों से कहकर करे या केन्द्र द्वारा ही हो । इससे हमारी शिक्षा का दायरा बढ़ेगा और गरीब लोग जो नहीं पढ़ पाते हैं, अनपढ़ रह जाते हैं उनको अधिक उम्र में पढ़ने का एक मौका मिल जायेगा । महोदय, शिक्षा जगत में आजकल इस तरह की कहानियां, किताबें आ गई हैं जिनका हमारे व्यावहारिक जीवन से कोई वास्ता नहीं है । उपसभापति महोदया, हम बचपन में पढ़ते थे एकता के लिये, मजबूती के लिये सूत और आंटी की कहानी हमको पढ़ाई जाती थी । एक सूत का डोरा लेकर उसको तुड़वाया जाता था और फिर एक आंटी दी जाती थी, उससे हमको सबक मिलता था कि एकता हमारी एक बड़ी भारी मजबूती है । हम डोरा तोड़ सकते हैं लेकिन हम आंटी को नहीं तोड़ सकते । इस तरह के उदाहरण दिये जाते थे । सीख को लेकर ढेला उठवाते थे पर वह नहीं हटता था लेकिन उसकी बुहारी बनाकर, झाड़ू बनाकर जब उठाते थे तो वह हट जाता था । इस तरह की उपयोगी शिक्षा बचपन में पुराने टाइम में दी जाती थी । पता नहीं किस तरह का कोर्स, किस तरह की शिक्षा, किस तरह की किताबें आ गईं जो व्यावहारिक जीवन से कोई संबंध नहीं रखती । बचपन में जो शिक्षा बच्चों को दी जाती है वह बड़े होने पर भी हमेशा अमिट रहती है, उसे कभी मिटाया नहीं जा सकता ।

मैं हिन्दी के सवाल पर कुछ कहना चाहता हूं। अभी मुझ से पूर्ववक्ता बहुत तेजी से इतना ज्यादा बढकर के कह गये कि वह हिन्दी को विदेशी और विदेशी को देशी कह रहे थे। पता नहीं वह भावुकता में तो कह सकते हैं परन्तु मेरी जानकारी यह है कि हिन्दी भारत के अलावा बाहर बहुत से देशों में अपनाई जा रही है बहुत तेजी से, रूस का उदाहरण मैं दे सकता हूं। हम यह देखते हैं, विश्व हिन्दी सम्मेलन के माध्यम से हम मारीशियस में भी गये, दिल्ली में भी सम्मेलन हुआ तथा नागपुर में भी विश्व हिन्दी सम्मेलन हुआ था। तीनों विश्व हिन्दी सम्मेलनों से हमें अंदाजा लगा कि विदेशी यूनिवर्सिटीज बाहर के देशों के विश्वविद्यालयों में कितने लोग रिसर्च कर रहे हैं। जब हम मारीशियस में थे तो फ्रांस की एक लड़की ने फ्रांस की रिपोर्ट हिन्दी के बारे में रखी । हमको जानकारी उन दिनों इतनी नहीं थी । हमारे देश में हिन्दी को विदेशी भाषा कहा जाए वह उन के लिए गौरव की बात हो सकती है परन्तु हिन्दी भारत के अलावा दुनियां की गौरवमयी भाषा समझी जानें लगी है । काश, हम भारत में इसको इतना मान देने लगें जितना जरूरी है तो यह भाषा सारी दुनियां की एक अच्छी भाषा हो सकती है ।

जिन देशों में भी अपनी भाषा का मान है चाहे रूस हो अभी गोर्बाचोव यहां आए थे तो उन्होंने अपने देश की भाषा में बोला, जब बुल्गानिन और ख्रुश्चेव आए थे तथा मार्शल टीटो को कई बार हमने सुना, मद्रास में सुना, वह सब अपनी भाषा बोलने में गौरवान्वित होते थे। मगर हमारे देश का दुर्भाग्य है कि हमारी अपनी भाषा चाहे हिन्दी हो इसके इलावा तेलुगु हो या तमिल हो या बंगला हो सब अपनी भाषाएं ही हैं हम अपनी भाषा बोलने में संकोच और कमजोरी महसूस करते हैं । यह केवल दक्षिण भारत की बात नहीं है उत्तर भारत में ज्यादा लोग ऐसे हैं जो अंग्रेजी बोलने में ही अपना बड़प्पन समझते हैं हमारे बड़प्पन की मान्यताएं कुछ दासता की निशानी है इतना मैं कहने के लिए तैयार हूं लेकिन यह मानने के लिए तैयार नहीं हूं कि हिन्दी कोई विदेशी भाषा है या हिन्दी कोई गौरव की भाषा नहीं है। यह कुछ लोगों के समझ की बात तो हो सकती है। मैं अब थोड़ी सी चर्चा खेलों की करना चाहता हूं । इस मंत्रालय का सम्बन्ध खेलों से भी है । खेल का जहां तक सम्बन्ध है जो विदेशों में हमारे खेल खेलने जाते हैं वह प्रायः कुछ ऐसे लोग हैं जो पेशेवर लोग ही लाए जाते हैं । उनको विभागों में नौकरियां भी दी जाती हैं चाहे वह रेलवे विभाग हो, चाहे पुलिस विभाग हो बचपन से ही स्कूलों में शुरू से ही बच्चों की ट्रेनिंग नहीं दी जाती है । हमारे स्टेडियम खेलों के लिए अच्छे से अच्छे होने चाहियें। खेलों की सामाग्री भी अच्छी होनी चाहिये। खेलों के लिए अच्छे से अच्छे होने चाहियें। परन्तु यह होना चाहिए कि प्राथमिक जीवन

से स्कूलों से कालेजों से यह शिक्षा दी जानी चाहिये। अब हम पेशेवर लोगों को ले जा कर के खड़ा करते हैं। उनकी कोई ज्यादा ट्रेनिंग नहीं होती है वह जा कर के चाहे जीत जाएं या हार जाएं वह अलग बात है। तो खेलों को प्रारम्भ से ही स्कूलों-कालेजों में शुरू करना चाहिए और उसमें प्रतिभाशाली बच्चे जो निकलते हैं उन में से ही उन का चयन किया जाना चाहिये। शिक्षक भी अच्छे होने चाहियें खेलों के लिए (**व्यवधान**)

श्री जगदम्बी प्रसाद यादव: योग शिक्षा जो शुरू की गयी थी (**व्यवधान**)

श्री रामचन्द्र विकल: यादव जी, मैं तो यह चाहता हूं कि योग की शिक्षा हो तो ज्यादा अच्छा है। इसलिए जरा इस पर भी विचार करना चाहिये। शिक्षा अभी तक सरकार के क्षेत्र में काम है और प्राइवेट संस्थाएं ज्यादा होती हैं जो देश में शिक्षा के क्षेत्र में काम कर रही हैं। इसलिए शिक्षा का राष्ट्रीयकरण किया जाना चाहिये। यह अति आवश्यक हो गया है। शिक्षा का राष्ट्रीयकरण होने से भी हमारे देश की भाषा विज्ञान और एकता पर बहुत बुरा असर पड़ेगा।

चाहे केन्द्र सरकार हो चाहे राज्य सरकारें हों इस पर चिंतन करना चाहिए। कल तक चर्चा हो रही थी कि कुछ जात-पांत के आधार पर शिक्षण संस्थाएं खोली जाती हैं। एक मजबूरी यह है कि जब सरकार शिक्षा को पूरा कुछ नहीं चला पाती है तब कुछ समाज के लोग चंदा वगैरह करके जमा करते हैं लेकिन उसमें भी बहुतों को मान्यता मिलने में कठिनाई होती है। मुझे यह मालूम है कि हमारा देश कृषि प्रधान देश है। लेकिन कृषि को कम से कम इस देश में मान्यता मिली है। अनेकों कालेजों के पास मैं जानता हूं कि फार्म्स की जमीन है, साधन हैं लेकिन पता नहीं क्यों उनको एग्रीकल्चर की मान्यता में कठिनाई है। तो जहां मैं और शिक्षा की बात करता हूं मैं इतना जरूर कहना चाहता हूं कि कृषि प्रधान देश में कृषि विद्यालय, कृषि विश्वविद्यालय ज्यादा से ज्यादा खोले जाने चाहिएं ताकि जो हमारे किसानों के बच्चे हैं वे आज की आधुनिक तकनीक को समझ सकें और आधुनिक तरीके से खेती करके हमारे देश को समृद्धिशाली बना सकें। मैं इन्हीं शब्दों के साथ फिर आपका आभार मानता हूं और हमारे मानव संसाधन विकास मंत्री विद्वान हैं उनकी देखरेख में यह शिक्षा का कार्यक्रम ज्यादा सफल और उपयोगी हो इन्हीं शब्दों के साथ मैं इनकी इस रिपोर्ट का समर्थन करता हूं।

PROF. (MRS.) ASIMA CHATTERJEE (Nominated): Madam, Deputy Chairman, I would like to thank you for giving me an opportunity to participate in the debate on the working of the Ministry of Human Resource Development. Madam, this Ministry covers a broad spectrum and has been constituted with the purpose of utilising human resources which are the most strategic determinants of the economic growth, provided they are educated and well trained. The portfolio under this Ministry is divided into education, culture, art, women welfare, child development, family welfare, health, besides sports and games.

Madam, my esteemed colleague, Shri Aladi Aruna, who raised the discussion yesterday on the working of the Ministry is much concerned about the New Education Policy, and also about the medium of instruction at the school level, i.e. the language policy. He has posed several problems before this august House and believes that the New Education Policy will probably be a failure and will not be beneficial to the students.

Madam, I am going to express my views in this regard and would restrict myself to the discussion on education at school levels. The New Education Policy and its objectives have been discussed in this august House and the suggestions of all the Members were invited. The hon. Minister had specifically mentioned that the emphasis should be laid on the universalisation of elementary education through non-formal and adult education and the primary education to various segments of the society including the backward and underprivileged sections to eradicate illiteracy. Unless illiteracy is eradicated, the progress in the country

[Prof. Asima Chatterjee]

will be seriously hampered. Madam, the New Education Policy was accepted by this august House. Now we have had the programme of action passed by the Parliament in May, 1986. Although significant progress of the programme has not been perceptible for various reasons, serious efforts are, however, being made in this direction so far as I know. Steps have already been taken for non-formal and adult education, and care is being taken for the dropouts also to make the programmes meaningful and to achieve the objectives. Proper measures have been taken with necessary incentives to the children and to the parents, particularly parents of the children of the backward sections. Now, I would like to bring to the notice of the hon. Minister that in rural areas, the teachers taking care of non-formal education are receiving a sum of Rs. 80 only as remuneration and a sum of Rs. 10 for kerosene. And these teachers who are participating in adult eduaction are being paid a remuneration of Rs. 125 per month only. And the books which are supposed to be distributed amongst the students are sold through the backdoor. For this an investigation is necessary to stop this malpractice. And, I would request the hon. Minister to enhance the remuneration of teachers.

Coming to the blackboard operation and one-teacher schools, the second teacher is being provided with funds from the Central Government under the New Education Policy and the hon. Minister should look into the recruitment aspect so that only educated and competent teachers having love for teaching profession are selected and appointed. The Training programmes and refresher courses for teachers are to be organised. As regards the operation blackboard plan, it is proposed to cover 10 per cent of the blocks in the year 1986-87, 20 per cent in 1987-88, 30 per cent in 1988-89 and 40 per cent in 1989-90. Now the question arises how to meet the huge expenditure incurred in the implementation of this New Education Policy. We find that an amount of Rs. 800 crores more has been proposed in the Budget for Education. This is really a quantum jump as has already been pointed out by the Hon. Member, Mr. Matto.

There are seven lakh primary schools in the country and considering the expenditure for these primary schools and for the universalisation of elementary education, more funds should be allocated. It is, therefore, desirable to spend at least 6 per cent of gross national income, as suggested by the Education Commission, whereas only 3 per cent of the national income has been allocated. However, if all the projects are not implemented simultaneously but step-wise and phase-wise, then I feel that financial difficulties may be overcome.

As regards curriculum, it is too high. Only a few important subjects should be taught to the children so that they can go into the depth of those subjects. Area specific and occupational specific modules should be developed. Suitable cultural programmes should be introduced also. The school atmosphere and environment must be serene and attractive to the students. Teachers should take initiative in this respect and should have personal contact with the students. There is an apprehension about model schools or navodaya vidyalayas under the NEP, 78 per cent of which have already started functioning. As I understand from the Hon. Minister. Even the reputed educationists, believe that the Navodaya vidyalayas are meant for the elitist society and they have expressed the views that these Vidyalayas are defective both conceptually and operationally. They have also stated that the establishment of such Vidyalayas would violate sound educational principles and would ignore realities on the ground.

[**The Vice-Chairman (Shri G. Swaminathan)** in the Chair.]

However, the scheme is actually intended for the talented children in the rural areas especially for those left uncovered by the present educational system. The scope must be provided to them for unfolding their genius and talents lying dormant. This is not a new idea. Even Prof. S. N. Bose had this concept.

It is, therefore, difficult for me to understand why there has been misconception and apprehension about the Navodaya Vidyalayas, when all possible facilities will be provided to the children in the rural areas and 20 per cent of the students coming from other States could be accommodated. I think that the talented children when grown up will be the real assets of the country.

Let us have the experimentation. Without experimentation we cannot say whether this will be a failure or not, whether this will be defective or this will be useful. I have a suggestion to the Hon. Minister that no disparity should be there in allocating funds for the rural and urban areas because 80 per cent of the population live in rural India where illiteracy is more prevalent. Under NEP, vocational and technical education, that is, professional courses, are going to be introduced. I think that training in electronics and computers should be arranged. The teachers should be trained and also the Government might requisition the services of technical staff to teach professional courses, from the unversities and the IITs Such a procedure is adopted in other countries. I had the opportunity to visit Bulgaria, Sophia, and I found that in the Indira Gandhi General Polytechnic School, which has been established by the Bulgarian Government, they have requisitioned the services of the technical staff from various universities and research institutions and I could spend 4-5 hours there in order to learn what they were.

I would conclude by saying a few words on the language policy at the school level. The medium of education must be the regional language at the primary school level and the student should learn in his own mother tongue, as Gandhiji said. To teach a few languages at this stage will be harmful and this will create conflict with the power of their expression. I had the opportunity to discuss this matter with various educationists abroad and they say these are the difficulties which they feel if the children are forced to learn several languages at an early age. From middle and high school stage, English will be taught. English, so to say, is an international language. Therefore, emphasis should be given on English also.

Lastly, I would requuest the hon. Minister to consider the report of the UGC Committee passed by the Commission on July 29, 1986, on the involvement of the universities and colleges for promotion of national integration, the importance of which for our survival as a nation, cannot be over-emphasised.

Thank you.

SHRI VISHWA BANDHU GUPTA (Delhi): Mr. Vice-Chairman, I thank you for the opportunity given to me to say a few words on the working of the Ministry of Human Resource Development. I would like to confine my remarks to the development of sports.

We are all aware that the standards of sportsmen in our country needs to be raised. It need to be improved and we need to have a well-thought out plan for developing sports so that we come up to the international standards and earn a name for our country. How can this be achieved? I feel that we need to have a plan of identification of good sportsmen. We need to go to the schools, the universities and to rural areas and try to draw out sportsmen who have the best potential for achieving nigh standards. Once this is done, we would like to have a concentrated course for them so that they can develop themselves practically as professionals and if it needs to be done on professional lines, we have to plan for it accordingly so that in the competitive sports we are able to achieve higher standards. I would especially make a plea for aviation sports. I think aviation sports are still being neglected and they need to be further strengthened in our country. We do have a plan, an integrated plan, for the development of aviation sports but that is mainly for getting the equipment from abroad. I am sorry to say that

[Shri Vishwa Bandhu Gupta]

in spite of the very energetic and sympathetic Minister of State for Sports, the encouragement that is needed for the aviation sports is not forthcoming. I am referring to gliding, ballooning, microlighting and so on. The money is available now for getting the equipment. But we do not have money enough for developing the sports so that sportsmen can come up to the international standards and are able to compete and shine in the world championships. I would request that this may please be given a greater thought.

The second point I would like to mention is about trying to train people right from the school stage, which means, the younger people. Supposing we are able to have, say, aeromodelling as part of the curriculum in the schools, I am sure, when the children grow up, they will take to aviation sports more easily and join our Air force and serve the Country in a better way. Once again this is an area which is being neglected. I think, this area should also receive greater attention.

The third area I would like to bring to your notice is the area of robotics. When we look forward for the next ten or fifteen years from now, robotics is going to play, automation is going to play, a greater role in our industry, in our education. It is necessary, therefore, that from the school stage itself, we are able to train people in time, to teach them the basics of automation. Now, the kits are available. We can also develop the kits ourselves, for children to learn how things are going to be done in the future. For this, if we are able to start, make a start, now, it would be possible for them to be ready and to have a greater sense of participation in the coming industrial and space revolution. Thank you.

SHRI K. G. MAHESHWARAPPA (Karnataka): Mr. Vice-Chairman, Sir, we are discussing the performance of the Ministry, headed by a very senior Member and scholar, ably assisted by two State Ministers. The allocation of funds to this Ministry in the year 1986-87 was meagre. It was only Rs. 325 crores. In this connection, I am sorry to say that the performance was not very satisfactory because a sum of nearly Rs. 40 crores was allowed to lapse. It was not utilised. The explanation given by the hon. Minister in the other House appears to be not very satisfactory. I stop at that.

Coming to the year 1987-88, there is an increase in the allocation by 400 per cent. It is now Rs. 825 crores, for this year. There is a great challenge before the Ministry to implement the ambitious programme of the new education policy. At this stage, though we may have basic differences with some aspects of this policy, as it has already been accepted and it is in the stage of implementation, it is the responsibility of everyone of us, the States, particularly,—because Education is a Concurrent Subect—to see that whatever is laid down in this policy is successfully implemmented. Regarding eradication of illiteracy, I am sorry to say that the literacy rate in the country (based on the 1981 Census) is 36.17 per cent. In the past one decade, 60 million illiterates have been added to the population. At the end of the Sixth Plan, 30 million children were still not covered by the programme of universalisation of education.

The hon. Minister was dealing with the non-conventional education to the children and at the rate at which they are proceeding, whether those children who are out of school can be made literate. I have no hope of that. If you look to the history, what has happened in some of the middle Asian countries within Soviet Union, particularly, Ukraine and other States. Within 20 years of their revolution they have attained one hundred per cent of literacy. So, we should have revolutionary programme to attain maximum literacy. As one esteemed Member said, you are employing teachers by payment Rs. 80 per month and asking them to educate hundreds of children. In the villages I have seen myself that they really do not work, they cannot sustain themselves with Rs. 80. Even the regular tecahers are paid only Rs. 120. In this way, even in another 50 years you are not going to completely eradicate illiteracy.

So far as the Navodaya scheme is concerned, I am happy that the Minister is personally taking interest to see that the scheme is implemented right from July, 1987. I have gone through his correspondence with the Chief Minister of our State regarding implementation of this scheme. His efforts are commendable Our Chief Minister is extending full cooperation to implement this Navodaya scheme. Basically we differ from the concept of this Navodaya scheme because it may breed the elite class of children in the rural areas. But, since it is at the stage of implementation we cannot ignore it. One satisfactory feature is that these schools are located in the villages. Most of them are in the villages and there is reservation for the Scheduled Castes and Scheduled Tribes. One-third of the strength will be girls. But the hon. Minister will notice that there is no reservation for the children belonging to the backward classes. Majority of the children come from backward classes, but they cannot compete with upper caste chidren. These chools will consist of upper class children and some children of the reserved classes. In fact, we believe that at least during primary stage of education there should be uniformity in standard of schools, there should be one type of schools. There should be uniformity so far as the curriculum, the teaching staff and other things are concerned. There should be one uniform system. Dr. Ram Manohar Lohia pleaded throughout his life regarding this aspect of education. Look at the children who will be going with tip top uniform to elite schools. What impresion will it create on the minds of the children who will be going to other ordinary schools. If that kind of discrimination is made in the education system, what kind of development are you making? Therefore, let this concept of elite school not breed elite class of children who will be totally different from millions of other children coming from the poor class. This kind of classification will endanger the total development, healthy development of the society.

So far as the language question is concerned, I am sorry to say that I do not know why some of the friends coming from Tamil Nadu are so hostile to Hindi and why they have special love for English. I like them to love their own mother tongue and regional language. Education should be imparted in the mother tongue. I agree. Education, at least, at a primary and secondary stage should be imparted in mother tongue and as the same time English and Hindi also may be taught as languages but not as medium.

Now in these Navodaya schools, our children coming from the rural areas, coming from the scheduled castes, will have to learn English and Hindi. They will have to spend all their energy to learn these languages and then acquire knowledge. That is a very difficult task, I submit with great respect to our scholarly senior Minister. Is this kind of experiment going to succeed? He has a very ambitious concept of Navodaya schools. Now I am glad that at least three languages are taught under this scheme—regional language, Hindi and English. But non-Hindi speaking people have got some disadvantage. Hindi is the regional language in the Hindi-speaking areas. They know it and they can get on very well with English and the regional language and in Hindi areas, a non-Hindi language is not made compulsory. So there is an advantage for them.

SHRI P. V. NARASIMHA RAO: It is compulsory. Every Navodaya school will have the three language formula compulsorily enforced.

SHRI K. G. MAHESWARAPPA: I am sorry, then I am mistaken. But, still they have an advantage—they can choose any regional language akin to Hindi. For instance, urdu, Marathi or Gujarati which will be easy for them to learn. So far as three language formula is concerned, we are not opposed to the three language formula. Personally I think there is no other alternative. If we stick only to English, there are a lot of problems; if we stick only to Hindi or only to regional language, in modern times it may not be proper. We may have to change our original ideas. Our original thinking was that even upto to the university level, the medium should be regional language. But we are also flexible and are thinking aloud whether our previously conceived idea is in the larger interests of this nation.

[Shri K. G. Maheshwarappa]

Therefore the Navodaya scheme has to be properly implemented. And without the cooperation of the States it cannot be properly implemented. The minister is aware of that. It is clear from the long correspondence between our Chief Minister, Mr. Hegde and himself as how to prepare from the start in regard to the implementation of this scheme. He has given so much personal attention. Therefore, I congratulate the Government and the hon. Minister for taking so much interest, because having accepted the policy and the programme, it should be implemented. The huge amount earmarked should be properly spent. That is why such an important task is entrusted to our hon. Minister.

Then, regarding "operation blackboard" is another ambitious programme. You have plans to spend hundred crores of rupees every year under this scheme. Choosing of the blocks also has become a problem sometimes. Even allocating the Navodaya School in each district is a problem. Then about spending the money to improve the conditions of primary school, whether the Central officials will be incharge of spending this amount or the entire amount will be given to the State Government, or what kind of coordination will be there between the Centre and the State officials is not made clear. Even if few more hundred crores are allocated for this purpose, it is certainly welcome because the condition of the primary schools in the rural areas is very pathetic. I come from a rural area. No proper school buildings, no facility worth the name. Under the NREP, there was a circular from the Central Government not to take up construction of buildings as there will not be sufficient labour component. As Members of the Assembly were forcing them to spend first the NREP and other funds to build a good school building. For that purpose, there should be a clear demarcation of funds for improving the schools, improving the facilities and these should be uniform at least in the Government-run schools in rural areas. That is so far as primary education is concerned.

For primary education, secondary education, university education the allocation is a considerable amount this year and that is a very good sign. Development does not mean increase in the per capita income; development means development in the areas of education, health service, cultural activities and so many other areas. Therefore, this is a very important Ministry which has the responsibility of the all-round development of man and the community as a whole.

For want of time I cannot deal at length the sports activities and the Sports Council report and other matters connected with Department of Sports, Women and Children. Everyone knows the sorry feature. We cannot make the Minister in charge of Youth Affairs and Sports alone responsible for this sorry state of affairs in the sports field. We have been humiliated in the international competitions. Now the things are a little bit better and are improving.

You must identify the natural aptitude of the rural youth for particular sport activity and encourage them. You need not concentrate only in Delhi all the important, big stadiums. Crores and crores of rupees have been spent to construct stadiums in Delhi all these years, constructing stadiums in Delhi, Bombay and such other places. There are good swimmers. Who learnt swimming in ordinary tanks. There are children of fishermen in the sea who can swim faster than the elite children who learn swimming in ponds of posh hotels. And they are selected for international competitions and not the children of fishermen. The children of fishermen and rural boys and girls should be encouraged. They should be given special training as swimmers, athletes, wrestlers etc. Go to the rural people, identify them and encourage them.

Now the hon. Minister has plans to have the stadiums in the rural areas and small towns also. That is a good sign. Inspite of the shortcomings, I have the mind to congratulate the Ministers in charge of Sports activity for effort that is now being made by this Ministry to bring all-round improvement.

With these words, I conclude my speech.

THE VICE-CHAIRMAN (SHRI G. SWAMINATHAN): Now reply by the hon. Minister.

SHRI P. V. NARASIMHA RAO: Sir, 23 hon. Members have participated in this debate. At the outset I would like to express my gratitude to them for the points which they have made, for the criticism which they have offered, for the comments which they have made. All these, I am sure, have been extremely useful to me. I would not take up what was said by every Member because there are many common factors mentioned by several Members. It would take only more time of the House to refer to each one of them. I hope, they would not mind if I go by points rather than the names of the hon. Members.

What is the first point which comes to mind about any programme of this nature which has been for a long time starved of funds? It is a question not of lack of ideas but that of not succeeding in getting those ideas put into action. So, the first point that comes to mind in regard to a programme like this is whether this programme will at all take off, whether there is any money at all being provided for this programme, and, if not, what is the point in our discussing it for hours and hours together in Parliament and outside. That was a very valid point, and I was raising it myself. Every educationist in this country, while praising the policy and the programme of action, had a very big reservation in regard to the funds that would eventually be made available to the programme. And, there, for quite some time I was not in a position to assure the nation, assure the educationists, assure the critics that money would be found. We had to wait for a whole year, in fact, a year-and-a-half until this Budget presented itself the occasion to spell out this aspect. This Budget came, and our Prime Minister came to our rescue. Primarily it is a programme announced by him. The New Policy was his first promise to the nation after he became Prime Minister. So, I am very happy to say that he has been as good as his word, and within the great constraints through which our economic situation was passing, he has been able to give us, I might say, all that we will be able to spend meaningfully. Of course, we could have asked for much more. He could perhaps have given us a little more, but I think what he has given us as Finance Minister is what really can be spent meaningfully. And if we are able to spend it meaningfully and show results within the next one year, I would consider all this exercise during the last one and a half years or more amply rewarded. So, as the figures show you find it is not a quantum jump, but it is a jump of 200 per cent, 250 per cent, 300 per cent etc. in almost all items of the educational process. Therefore, it is not going to be easy for us to spend that money and show results. So, I would like first to commit to the House and to the nation through the House that whatever money has been given to us, we consider it our duty to spend it and show results; spend it in such a way that we are able to show results, not just spend it. So, that would be my first commitment to the House.

The Plan outlays have been fluctuating during the last 35 years. We know all that. But right now we are in the happy position of saying that when we come to the Eighth Plan it will be possible for us to reach the target of outlay which has been laid down in the New Education Policy. But for that there is one very important proviso *viz.* that if the Eighth Plan is going to start in 1991, until that time we have to reach an outlay which does not signify an impossible jump between 1990 and 1991. So, we have to go on increasing the outlay between this year—1987-88, then 1988-89, then 1989-90 and 1990-91 in such a way that the graph does not really abruptly go sky high in 1990, but it takes a slope, an upward trend in such a uniform manner that it will be possible for us to go on to 6 per cent of the National Income as has been adumbrated in the policy.

I would also like to submit that during the next three years this will be our endeavour. So, on the question of outlays, on the question of funding, we are in a happy position. We would like this happy position to continue year after year so that we reach the target adumbrated in the policy.

Next, Sir, I would like to take up the most important programme which we have

[Shri P. V. Narasimha Rao]

undertaken under the New Education Policy viz. the universalisation of primary education. Members may recall that on this score there has been very severe criticism from time to time that whatever we have been saying and whatever has been our precept, our practice has been just the opposite. We have not been given the outlays needed on primary education, on elementary education. Much more money has been siphoned off in other areas of education with the result that at the base of the pyramid educational process has languished. Now, this has been corrected for the first time, if I may say so, in a perceptible manner in the sense that the programme which we symbolically call 'operation blackboard', which had no outlay at all of any kind in the past, has been given for the first time Rs. 100 crores for this year. Now, in this the building programme is not included. That is extra. Now, one hon. Member pointedly asked me whether NREP or RLEGP programmes would actually accord high priority as has been adumbrated in the New Education Policy or that department would go its own way and we would find the building programme left high and dry on the education side. Now, I would like to assure the hon. Member and other Members that this is not going to be so and the Department of Rural Development have already committed themselves to whatever we wanted by way of giving high priority to the school buildings, NREP, for instance. They have very clearly said in their manual that highest priority should be given to works which are required for infrastructure of poverty alleviation programmes like DDP, DPAP, IRDP and construction of primary school buildings, particularly in the revenue villages which have primary school without buildings. So it has been included in their programme on a high priority basis. This is NREP. Coming to RLEGP, there is a similar commitment. It has been included here very clearly construction of primary school buildings on first priority basis in those revenue villages which have primary school without buildings, on their own. So as was promised in the new education policy these two areas, these two programmes which we are not dealing with in the Ministry of Human Resource Development which are within the purview of the Department of Rural Development and which has coordinated its own policies and programmes to be in line with the new education policy. Today, without any fear of contradiction and without any doubt whatsoever, we can say this money will be forthcoming for Operation Blackboard. We will be giving them everything except the building. The building comes from the other department. This is thus a package programme in which everything is included.

As I intervened and said yesterday, what are we really doing? We are really producing the package in which we tell the nation that every primary school in this country will necessarily have the following things—so many teachers, so many rooms, so much equipment, so much educational aids, etc. etc., that has been standardised. According to that package whichever school is falling short, in whichever respect, in that respect that shortage will be filled.

Now, Sir, I would like to assure that whatever money we will be able to spend has been given to us because we would not be taking up schools at random. We would not take two schools in a district situated at 200 miles. We will be taking blocks and we are going to take 20 per cent of the blocks this year. We know there is an administration available at the block level. They are running schools in many States. So they have the experience. They have the expertise. They have officials. They are working in the educational field. So we would like to give this programme to them, of course, with proper coordination and monitoring so this programme and thus in 20 per cent of the blocks within one year we are able to show the results of Operation Blackboard. Next year we will take some more. Within the next three years we would like to complete 100 per cent of the blocks because all the blocks are not equal in educational facilities. There should be some blocks where little would be needed to be done whereas for other blocks much has to be done. It is a kind of mixed picture and we would take blocks from that point of view. We will take backward blocks first in order to see that they also catch up with other blocks. That is how phasing has been decided upon.

Now, Sir, the third point which has been stressed by hon. Members is about adult education. I would like to inform the House that adult education has been a very important item in the educational programme. But unfortunately for various reasons it has not really yielded results which we expected of it. For the first time, I would like to say that a departure is being made in the methodology of adult education. The Prime Minister has given us a programme called the technology mission for eradication of illiteracy. Now this mission means essentially achieving what could not be achieved by conventional methods of getting the people together and a teacher teaching or our giving him some extra money and asking him to teach the adults coming and not quite interested in what was going on, therefore, not coming the next night or the next day, this kind of thing that was happening—and this is a very common feature in all the villages, wherever this programme was functioning.

The decision now is that we make full use of educational technology so that the eradication of illiteracy is not really an eradication of illiteracy *per se*. It becomes a programme in which everybody gets interested. The programme is actually implemented in a way in which the village population, the adult population automatically get interested. The subject starts there. The manner in which the subject is explained to them and the technology which will be used for explaining those subjects will be such that automatically, it will be found useful to the learner. Earlier, they did not know why they should go on reading those alphabets. Anybody would ask, what do I lose if I do not learn these alphabets? Those who have learnt the alphabets, how are they better than I am? So, these were the questions which were being bandied about and we had really no answer to them. For the first time, we are linking adult education programme with the lives of the people and the need of the learner so that he knows what he needs, she knows what she needs and he or she gets it through this programme and not only the need is fulfilled or the method of fulfilling the need is explained, but in the process, she or he becomes literate. This is the kind of dovetailing that is being attempted. It is not going to be easy. I do not pretend that it is going to be easy or we have any models to go by. But we are preparing these models on the basis of educational technology, which fortunately has become available to us in a big way. Sir, the thrust, therefore, will be to improve the quality of the existing adult education programme. I do not even say to improve the quality but actually take to a new technology altogether, a new quality altogether which is not just a little upgrading of the old quality but a new quality, a new programme altogether by establishing infrastructure and having permanent arrangements for continuing education so that they do not relapse into illiteracy after a year. This drop out is taking place in a very large measure in the case of boys and girls. This should not happen again in the case of adults. Therefore, there must be something like a continuing education and that education again should be woven into their lives in such a way that since they want to learn more, they also continue to maintain their literacy because unless they continue to maintain their literacy, they are afraid that they will not be able to learn more. So, these two things are interlinked and that is how the adult education programme or the programme for the eradication of illiteracy is being planned hereafter.

Then, Sir, again, another area of education which has not received adequate attention so far has been vocationalisation. I am glad to say that Rs. 50 crores have been allocated for vocationalisation this year, whereas last year, even Rs. 7 crores which was allocated, we could not spend. So, this again is going to be a massive programme for which we have called a meeting of the Education Ministers just about two days later. We want to sit with them and we want to prepare the ground for the target which we have taken that by 1990, 10 per cent of the higher secondary students will be enrolled in vocational courses and we go on to 1995 and aim at 25 per cent. These are very manageable figures. We have not really jumped to 100 or 60 or 70. We say that in the next three years, no more than ten per cent can be done. We have made a very realistic survey of what can be done, taking into consideration the money, taking the infrastructure, takin

[Shri P. V. Narasimha Rao]

the energy available to us, taking the expertise available to us for vocationalisation because after all is said and done, this has remained a virgin area by and large. Some very good attempts have been made; successful attempts have been made. But it has to be admitted that they have been sporadic and there is no uniformity about it. . .

SHRI GHULAM RASOOL MATTO: What about the decision with regard to the working group's recommendations on this vocationalisation?

SHRI P. V. NARASIMHA RAO: That is the Kulindaswamy Committee Report, and according to that report we have accepted the figures of 10 per cent and 25 per cent, and we have accepted most of the recommendations; we are working on those recommendations and we are now in a position to place our own views on the recommendations before the Education Ministers of the States so that they, who will be in charge of actually running the programme, will be properly motivated. We will coordinate our efforts with them and then the programme will start with a bang.

Now coming to the teachers, some points have been raised in regard to teachers, their emoluments, etc. I have always held the view that without the teacher, the educational programme will amount to nothing. There are others who may hold a different view. But in the view of the Government of India, in the view of the Prime Minister and, I am sure, in the view of almost every Member of this House, the teacher has a very, very pivotal role to play in the educational process. That being the case, we have to look at the teacher not in a conventional way but in a different way and that different way is that we have a kind of a package. We want three things to be done. We want that the teachers should have better emoluments, better status and better pay, etc.—better in the sense that whatever the society can give them, the utmost the society can give them, the Government can give them, should be given to them. That is one part. The second part is that at the same time there should be accountability and there should be evaluation of what the teacher has or has not done and there should be a proper training of the teacher in regard to what he needs to do. If we do not train him, we cannot blame him for not having done well. You have to train him first and only then can you lay blame at his door. Otherwise, he will say that since he has not been trained he has been doing whatever he thinks best and that is where all the educational process will come to a grinding halt. The third element is of consultation and a machinery for removal of grievances. So, these are the three elements in the package. One honourable Member said, no, no, keep the other things aside, talk about pay first. But if I say, I will not talk about pay first, keep it aside and talk about accountability first, at this rate we will get nowhere. All the three are necessary; all the three have to go hand in hand, simultaneously. You cannot start one and say we will take the others after this is completed, because, this will never be completed—whether it is the pay-scales, whether it is accountability, whether it is consultation, whether it is bringing them into the thinking process of the educational system. All these have to go hand in hand. I would like to very respectfully differ from the Members who said that only one of these things has to be given first priority, others things can follow later. I would say that the other things will not follow later and one thing alone cannot be given overriding priority. I would not accept the question of priority at all. I would say all of them would have to go hand in hand. And I am sure the teachers themselves are of the same view. To the extent we have discussed with them, they have agreed that all the three things have to go together and I am glad to say that we are one with the teachers on this point. . .

PROF. (MRS.) ASIMA CHATTERJEE: I support you fully on this aspect.

SHRI P. V. NARASIMHA RAO: The question of the Mehrotra Committee is going to be decided, maybe, in the next

few days, or hours, I cannot say, depending on when the Cabinet takes a final decision. But it is at that stage. There has been a steady progress since I reported last. We ar not sitting over it not doing anything. We have been pursuing and finally all the cobwebs, all the doubts, have been cleared, all matters have been hopefully sorted out. Now it is at the final stage of decision-making. Even so, we have not banged the door on further discussions with the teachers because it is not just pay-scales only; there are so many things over which, the Mehrotra Committee says, they would have to be consulted necessarily and that consultation process will continue. There is no question of ending it on the plea that we do not have to talk to the teachers any more. I am very happy to say that the teachers have responded to some of these proposals admirably. If there are further differences of opinion, they can be ironed out and I am quite hopeful of this process succeeding in the near future. Then I come to technical education.

SHRI V. GOPALSAMY (Tamil Nadu): Just a minute, Sir. What about the implementation of the UGC scales?

SHRI P. V. NARASIMHA RAO: That is what I was referring to. I was referring to the Mehrotra Committee Report and that was the stage at which I said that the matter rests and it is only a question of a few days.

Now, Sir, coming to the question of technical education which again has been very copiously referred to, I would like to say that as promised in the Policy and as promised in the Programme of Action, we are proposing to bring forward a Bill in the present session of Parliament, time permitting, giving statutory status to the All-India Council for Technical Education. The Bill is ready and it has been vetted by the Departments concerned and it is going to be finally accepted by the Government at the Cabinet level. The only slight doubt is, whether we can find time to push it in or at least to get it introduced in Parliament and I am trying very hard to see that it becomes the property of the House, if not a full fledged law to be implemented. If that too can be done, I would be very happy. But at least it should become the property of the House, the property of Parliament, before the Parliament adjourns. The issue has been very clearly brought out in the Programme of Action and the Policy. The idea is to give the AICTE some teeth. The All-India Council for Technical Education, say, fifteen or twenty years ago, was a very prestigious body. Without the Council agreeing, not one single engineering college could be opened. But the authority was mostly academic; it was not legal. So, a time came when the academic authority started to be flouted and they said, "Well, we are not bound by law. Why should we not do it?" and they went on starting educational institutions and engineering institutions right, left and centre with the result that the mushrooming has done a very great harm to the standards of technical education in this country alongwith the all the other irregularities like capitation fees, money paid under the table, over the table, etc. All these things have been referred to time and again in both the Houses of Parliament and in the Press, the media and everywhere and I don't have to recapitulate everything now. We are happy and, in fact, we are confident that if the All-India Council for Technical Education is armed with the powers which it is going to be armed with by this law, then these evils will be combated, they will become a thing of the past and we will be able to put again technical education on the high pedestal on which we had put it say, twenty years ago. Again, Sir, on the technical education side, we have certain ambitious programmes, not ambitious in the sense of money, but in the sense of ideas. For instance, modernisation, removal of obsolescence and infrastructural development. These three have been very prominently mentioned in the New Education Policy. Anybody would ask, "What exactly are you going to do?" So, in explanation of what we are going to do in these areas, I would say that a Central scheme was launched to provide assistance to the Central as well as the State Governments' institutions and recognised private institutions. Across the

[Shri P. V. Narasimha Rao]

whole spectrum of institutions from the IITs down to the polytechnics, assistance is provided for removal of obsolescence and modernisation of laboratories and workshops and human resources. Now, what exactly is modernisation? If there is a workshop which is thirty years old and it has not been modernised and nothing has been spent on it, we will have to modernise it. Otherwise, the education that is imparted in that institution will be thirty years old and will be totally out of tune with what is happening today. So, like modernisation of equipment, modernisation in the sense of modernising human resources is also necessary. If there is a lecturer who is today giving the same lesson which he was giving twenty-five or thirty years ago, he has also to be upgraded and the skills of the teachers have to be upgraded. Thus, there has to be a continuous programme of modernisation and bringing it to a higher level. That is being proposed. We are going to take up that programme in a big way. Technology is changing so fast. New areas of technology are emerging. Our country cannot afford to be backward in them. We may not open schools. We may not open colleges or institutions. But the awareness of changing technology is a very great thing and a very important thing for a country like India. Therefore we have to think as to how of the technologies that are emerging of the technologies that are emerging day. That programme is being taken up this year.

I would not like to give too many details. I would say that there is nothing cut and dried about it. We don't have anything readymade which has been done here so far. We have to take ideas and also put our heads together. We have to fashion a programme. It may be that next year you find some loopholes. We are prepared to change. It is a new programme. We don't claim any perfection. It has to be a programme which is necessary in the changing conditions in India and the upgradation of technology all over the world. We are not to leave the village or the rural areas outside the technology

We are going to take up a fairly big programme of community polytechnics. The experience of community polytechnics over the last few years has been mixed. Where they have been run properly, they have brought benefits. Where they have been run lousily, no benefits have accrued. We have to look into the nature and working and put them on a proper basis and see that no failures take place to the extent we can help. Then comes technical education for women and the handicapped. This was going on to some extent. But this year we are going to give it a new emphasis. These are some of the programmes which I would like to refer to in technical education.

Sir, after dwelling upon these areas of education, I am glad to say that in this debate since yesterday, apart from education, two or three other subjects have also been mentioned and discussed. One is culture. Several Members spoke only on culture. I am very happy that culture has now become a focal point in our discussion. I would like to respond to some of the points raised by Members. One point was about the Zonal Cultural Centres. It was said that every State should be given only one zone. It should not cut across zones. I would like to say that this was not the concept of the Zonal Cultural Centres at all. We may have linguistic States. But one State need not necessarily be in one zone because we have so many trends cutting across linguistic barriers. For instance, Andhra Pradesh has such an affinity with Maharashtra on the one side, Karnataka on the other side and Tamil Nadu on the third side. Andhra Pradesh can fit into two Zonal Centres. We have given them the option. If the State Government wants it, they can join two Zonal Centres and they have agreed to it. They are included in the Nagpur Centre. They are also included in the Southern Centre. It is quite possible that some States have come into three Centres. The example of Rajasthan has been cited. This flexibility should be kept. We are also taking steps to see that the language and culture of that particular State or that particular area are also encouraged. But at the same time, it should be a part

of the larger entity which is the Indian culture. Therefore the Zonal Culture Centres are the tributaries to the Indian culture. In turn, they have certain tributaries from the local folklore and other cultural heritage. It is not like one State, one culture. There is no such thing as Rajasthan culture being totally different from Punjab culture or the Haryana culture. It is all Indian culture and its different manifestations. And during those manifestations also, in a State like Madhya Pradesh, for instance from Gwalior to Bastar, the change is so enormous that you cannot really fit it into one zone. It is not just possible. Therefore all these variations have been respected. And respecting these variations, we have given them the option of coming into more than one Zonal Centre. The North-East Zonal Cultural Centre have accepted Dimapur as the headquarters. And there was some difficulty about Assam. All these have been looked into, have been sorted put.

Sir, one very important question which, according to me for the first time has figured in our discussion is about film certification. The process of film certification was made over to the Ministry of Human Resource Development only about a year or a year and a half back, may be after four or five months of the formation of the Ministry. We went into great detail in regard to the mechanics of film certification in the succeeding few weeks, we identified the problems. It is only sporadically that some point comes. Some film is bad. Why are you showing it? Why don't you ban it? That kind of demand comes. Now why does this happen at all? There are many reasons. We have been discussing with the authorities concerned with film certification, starting from the Censor Boards and the Tribunals, etc. But we would like to say that we have to go to the root of the matter and that is what we propose to do now. I am convening a meeting of all the members of all the Censor Boards because I have found after talking to members individually, that very, very perceptive ideas come from them. So I would like to take all the ideas from them. We will sit for a day or two somewhere and go into the rules, go into the law and go into the nitty-gritty of how the film certification is done, and come up with certain practical and at the same time wholesome proposals. And that is how we will be able to improve the quality of film certification and, therefore, the quality of films also. Today the process has become just a litigation. You stop a film, you ban a film or you censor a film. The man goes to a court of law. He says something from his side and he gets a stay order. Now this kind of litigant process would have to come to an end. And not only that. Film certification should be an important factor in the improvement of films. In the overall process of improving films, certification should be one important part. Certification is not an end in itself. It only serves another end and that end is the production of better films in this country. We have not looked at certification from that point of view at all. You have a cut imposed. The cut is never implemented. In the farflung villages of the country, the film is shown without the cuts. Now what does the Censor Board do? What does censorship amount to in such cases? It amounts to nothing. So, it is being flouted. This is one of the very important hurdles that we have come across. I do not want to catalogue all the points that have been raised from time to time by those who are engaged in this process. I would like to call all of them at one place and collect all the ideas that are there and all the practical difficulties . . .

SHRI GHULAM RASOOL MATTO: Why not in the salubrious atmosphere of Kashmir?

SHRI P. V. NARASIMHA RAO: I really do not know. We will find out. Then Sir, about Archaeological Survey also some points have been raised. I am quite happy to say that the Archaeological Surveys is very much alive to its duties. Of course, the outlays which we have been making on archaeology are not sufficient. But we would like to improve that because archaeology, museology and all these subjects have been mentioned in the New Education Policy. And that is

[Shri P. V. Narasimha Rao]

where all these areas become important. They are going to be part and parcel of the New Education. And as a person charged with the implementation of that policy, I have to go into the questions of archaeology the question of museology, the questions of arts, crafts and everything. It is not just a question of having an Academy there and asking them to do on their own. It is not like that. It becomes part of a much larger process. And that is the process of Human Resource Development. That is where all these important aspects which were taken individually before have been put in proper perspective.

5.00 P.M.

About sports, Sir some points have been raised. My colleague, Mrs. Alva wants me to convey to the House that we are working again on a very important aspect of the New Education Policy, whereby we have made sports and games an integral part of education. Having made it an integral part, how do you say that a boy or a girl who is not up to the mark in sports will not be rated properly, will be rated lower than one who is better in sports? Unless you give the infrastructure to the schools and colleges, to the high schools, it will not be possible for us to say that judging by the standard of sports such and such a boy or such and such a girl is not up to the mark. So first you have to give them the facilities. Mrs. Alva has come up with several schemes of adopting schools, giving special grants to schools. All that has been told to the House before. I do not want to go into all that now. But, at this moment I would like to say that within the means available, we would like to take up a fairly big programme of sports infrastructure at the grass-roots level not just the olympic standard stadia that would be coming. They would be coming no doubt. There is a programme for that. But what really would be much more important from our point of view, of fostering the sports talent right at the grass root level and from childhood, What would be more important from that point of view is the provision of infrastructural facilities at the grass-root level. We do not have to pay them cash. We do not have to pay them cash for holding a tournament. Because you see that is neither here nor there. It is a one-time operaton. What we really would like to give is permanent infrastructure and that is where the Central Government should come in. The day to day things can be left to the State Government. We would like to talk to all the State Governments and say that we are coming in a big way in this area. You please reserve your funds and energy for the other areas. Let us units. Let us cooperate to see that the sports activity becomes a self-contained and a comprehensive activity in this country which it has not become so far. And this is the programme which we would like to take up. If there is anything more, probably you will know about it in course of time. I do not think I should take more time of the House.

Before concluding, I want to say a word about languages. Sanskrit has been very prominently mentioned. Now, I, would like to say that we are very intent on improving the classical languages, the teaching of classical languages in this country. Why do I say that It is not that I have any great affinity for Sanskrit or Arabic or Persian. What I say emanates from the fact that the languges of India have to prosper and the languages of India will prosper only with the full and solid support of classical languages and not otherwise. That is why in the interest of the languages of India I want Sanskrit, I want Arabic, I want Persian to prosper, I would like to support them. Among other reasons, this is the very important reason. But we cannot afford to make Sanskrit a fourth language or a fifth language and load it on the child. So, Sanskrit has to come in a different way. Sanskrit has to come rather impractibly. We all knew a little Sanskrit without knowing the language. We talk of 60 years back or 50 years back. We have to think of new methodology of strengthening Sanskrit. I would like to assure the House that we are very much alive to this. We are in the midst of a very very serious discussion with all the concerned experts in the field. Not only Pandits, but good teachers also. We are trying to find how to get Sanskrit and other classical

languages properly grounded in this country, properly firmed up in this country at the foundation level. And we would like to come before the House with whatever proposals merge after the discussions. I would like to assure the House that we are fully conscious of the importance of classical languages in the learning of languages in general. That is all that I could say at the moment. I do not want to go into details because details are still being worked out.

Sir, I think I have done. Thank you very much.

THE VICE-CHAIRMAN (SHRI G. SWAMINATHAN): The next item on the agenda is the Payment of Gratuity (Amendment) Bill, 1987.

THE PAYMENT OF GRATUITY (AMENDMENT) BILL, 1987

THE MINISTER OF STATE OF THE MINISTRY OF LABOUR (SHRI P. A. SANGMA): Sir, I beg to move:

> "That the Bill further to amend the Payment of Gratuity Act, 1972, be taken into consideration."

As the hon. Members are aware, the Payment of Gratuity Act, 1972 provides for a scheme for payment of gratuity to the employees employed in factories, mines, plantations. oil fields, ports, railway companies, shops and certain other establishments and for matters connected therewith. The payment of gratuity under the Act is, however, at present restricted to the employees drawing wages not exceeding Rs. 1600/- per month.

Under the Act, the gratuity is payable in the event of superannuation, retiremet or resignaion from service subject to completion of five years' service. The condition of five years' service does not, however, apply in cases of termination of employment due to death or disablement. The employees in the non-seasonal establishments are entitled to gratuity at the rate of 15 days' wages for every completed year of service or part thereof in excess of six months, while the employees in seasonal establishments are entitled to 7 days' wages for each season. The payment of gratuity is further subject to a ceiling of 20 months' wages.

The Labour Ministers' Conference held in 1980 and 1982 had recommended interalia that the time limit for payment of gratuity might be prescribed in the Act itself and that there should be a suitable provision for recovery of interest in cases where the payment of gratuity is delayed. The trade unions have been representing for suitable enhancement in the wage limit for coverage and the ceiling for payment of gratuity. The trade unions have also been demanding the setting up of a fund for payment of gratuity. The question of funding of gratuity was considered by a Group of Labour Ministers and the Indian Labour Conference held in November, 1985 and they had recommended introduction of a suitable provision for compulsory insurance of employers' liability with the LIC or setting up of Gratuity Trust Fund under the Income Tax Act, for ensuring the payment of gratuity.

The various suggestions and recommendations have been considered and it is now proposed to carry out certain amendments in the Act. Some of the more important proposals for amendments are the following:

1. The wage limit for coverage under the Act is being raised from Rs. 1600/- to Rs. 25000/- per month. An enabling provision is also being made for raising the wage limit for coverage, by a notification, from time to time;

2. The existing ceiling of 20 months' wages for payment of gratuity is being replaced by a monetary ceiling of Rs. 50,000/-;

3. Provision is being made for payment of gratuity within 30 days from the date it falls due. If the gratuity is not paid within the prescribed time limit, the employer shall be liable to pay simple interest at a specified rate;